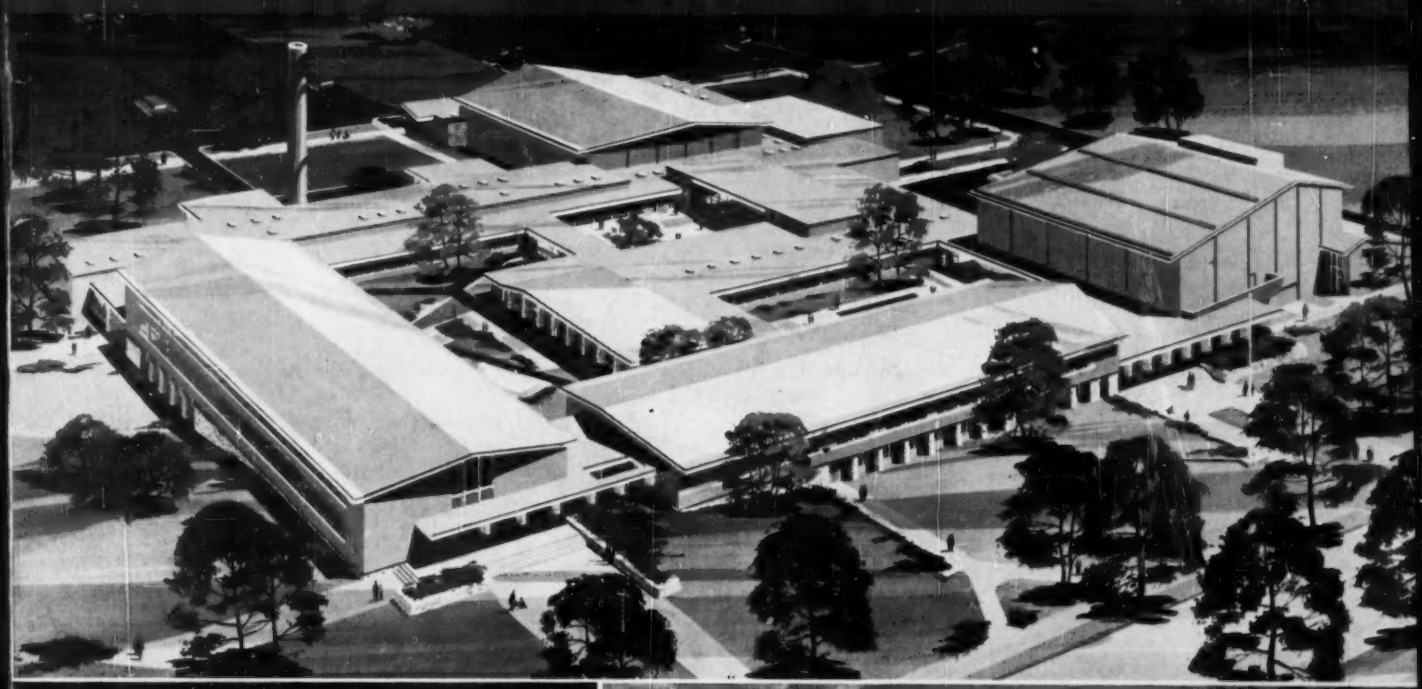
December 1959

the AMERICAN SCHOOL BOARD JOURNAL

a periodical of school administration



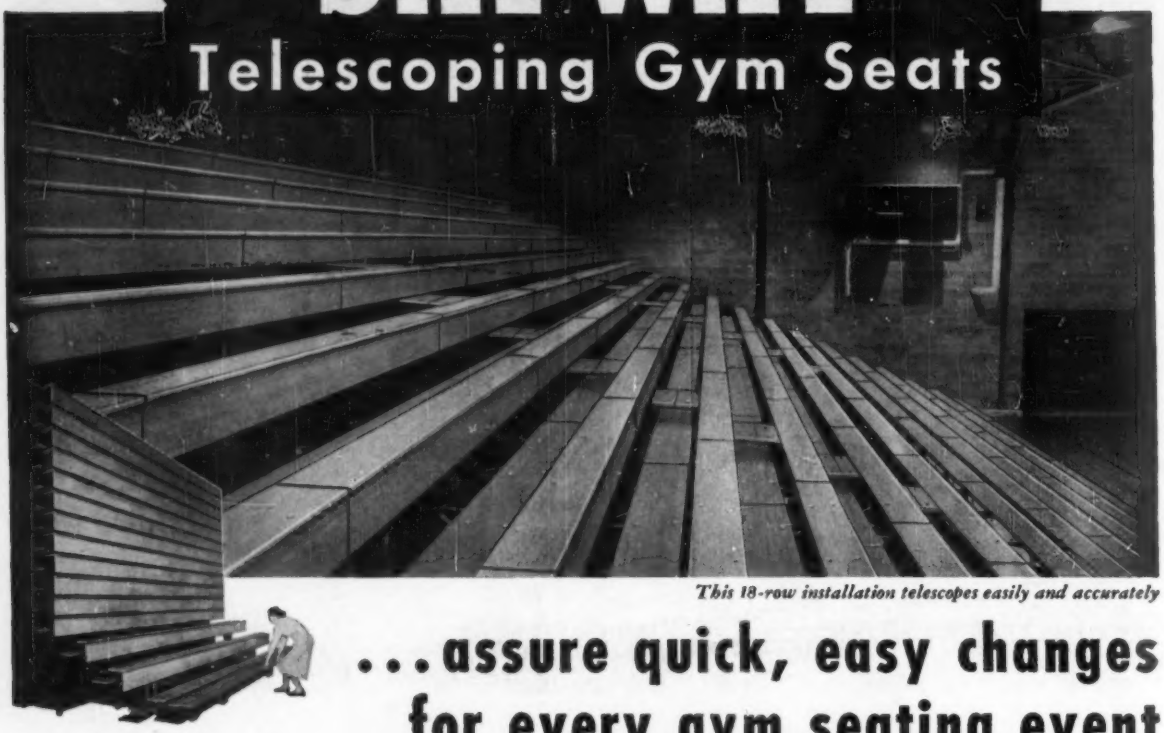
the ideal size of high schools

a report on the advantages and disadvantages of large and small high schools

(see page 19)

SAFWAY

Telescoping Gym Seats



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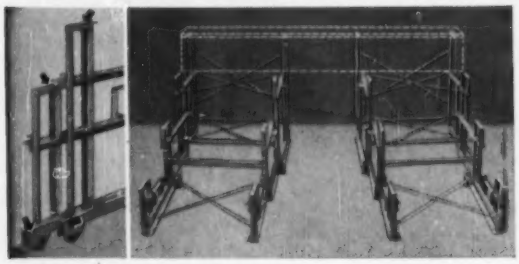

FRICTION MINIMIZED BY ROLLERS; RIGIDITY INSURES STRAIGHT TRACKING

(LEFT) Rollers eliminate metal-to-metal friction at contact points. Top arrows show horizontal rollers in channel under foot boards; bottom arrows show vertical rollers between wheel assemblies.

(RIGHT) Standard 16-ft. section, showing vertical and horizontal bracing. Rigid structure keeps rows always parallel to insure straight, in-line tracking as rows telescope in or out.

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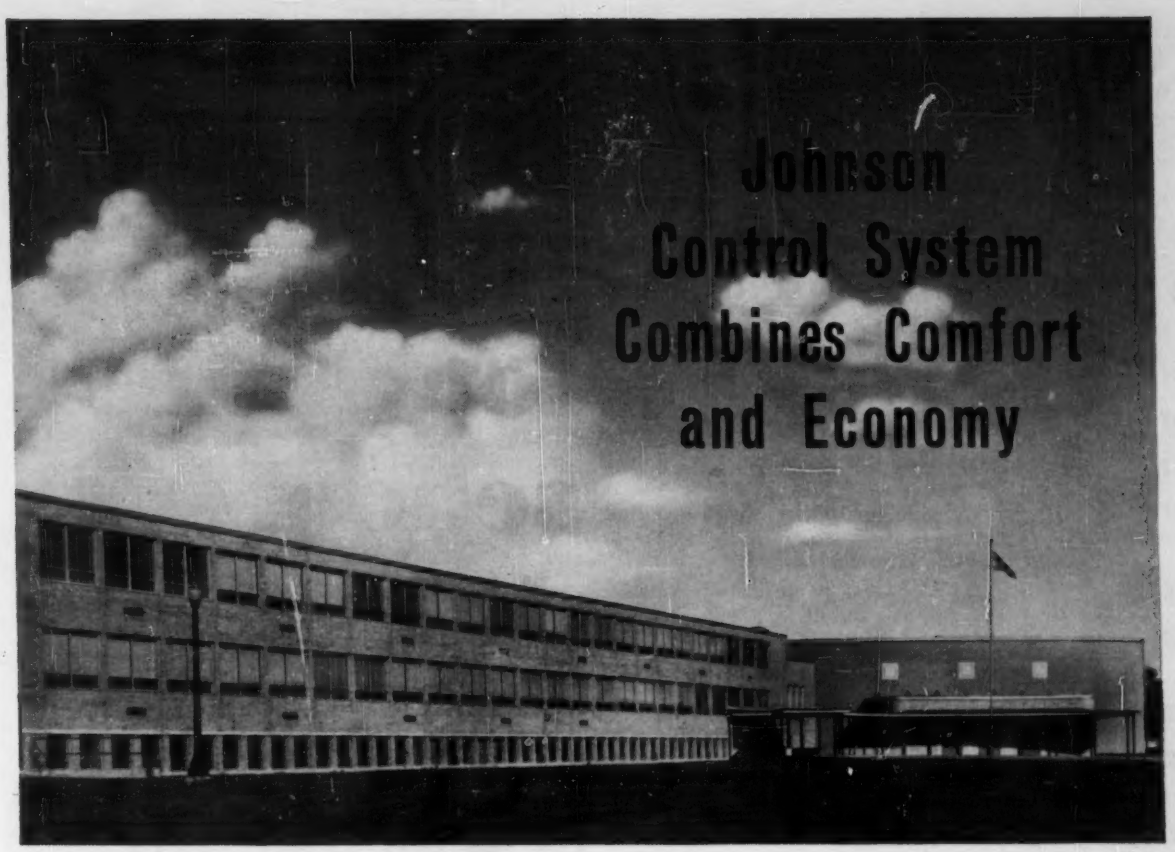
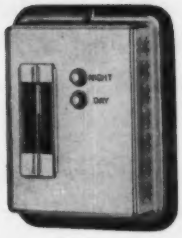


Sunnyside Junior High School, Lafayette, Indiana. Walter Scholer & Associates, architects, Lafayette; K. H. Kettlehut, general contractor, Lafayette; J. M. Rotz Engineering Co., mechanical engineers, Indianapolis; Freyn Brothers, Inc., Indianapolis, and Ed Grace Co., Lafayette, mechanical contractors.



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December, 1959 Vol. 139, No. 6

School Fire 13

Thoughts on Teacher Training, Robinson . . 14

How to Select and Place Teachers, Carey . 17

Size and the High School, Green . . . 19

What Boardmen Need to Know About Their Schools, Shannon 21

Assigning Substitute Teachers, Popenoe . . 23

Test the Quality of Purchases . . . and Save, Larke 24

Aurora Builds for Today and Tomorrow, Graves . 28

Amos Alonzo Stagg Senior High School, Adamson 33

The Pacific High School 36

Well-Planned Cafeteria Seating Equipment . 37

Hexagonal Classrooms in Clusters 38

How Business Management Improves Education 39

Word From Washington:

The Golden Anniversary of The White House Conferences on Children, Exton . . . 40

Your JOURNAL for December, 6 Editorials, 42

Surveying the School Scene, 10 NSBA Report, 44

Association News, 39 New Products, 50

Reader's Service Section, 53

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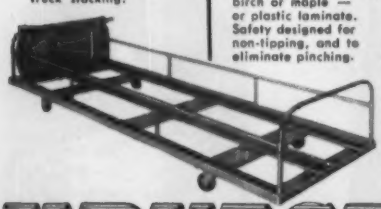

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Unusually strong and sturdy with tablet arm rigidly mounted on tubular support — automatically raises or lowers when chair is opened or closed. 7-Ply tablet arm faced with natural birch or maple — or plastic laminate. Safety designed for non-tipping, and to eliminate pinching.

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OUR COVER . . .

The cover article (pg. 19) is an analysis of the advantages and disadvantages of the large and small high school and how the ideal size can be achieved.

Your JOURNAL *for December...*

One of the more concentrated areas of post-Sputnik criticism of our schools has been concerned with the training of teachers. Are our schools of education doing a good job or are they stuffing the four years of teacher preparation with valueless methodology courses is a hotly disputed area.

In your JOURNAL for December, there is another chapter in a rapidly growing literature on the subject of teacher training. We believe you'll find this discussion exceptionally well worth reading because it holds up for close scrutiny several aspects of our schools of education (pg. 14).

As an extension of this general subject area of teacher preparation, you'll find a practical, "local-level" consideration of how to select and place teachers effectively (pg. 17).

The building and operation section of your JOURNAL this month has several articles on what we believe are rather important topics:

1. For greater economy, school purchasing departments should test the quality of products before they buy (pg. 25).

2. The Los Angeles city schools are using recording telephones as a modern approach to solving the problem of assigning substitute teachers (pg. 23).

3. Scottsdale School District in Arizona is saving $800 by using portable folding table and bench combinations in their cafeterias (pg. 37).

These, of course, are only the highlights. There are many other papers you'll find of interest in your JOURNAL this month. Don't forget the regular departments, especially the Association News, which reports the 1959 ASBO convention held in Miami Beach.

For your index . . .

An Index to Volume 139, July to December, 1959, has been prepared. For your free copy, address a post card to Bruce — Milwaukee, P.O. Box 2068, Milwaukee 1, Wis., asking for index 139.

We at the SCHOOL BOARD JOURNAL would like to wish all of our readers and friends a most blessed and merry Christmas.

for January...

The traditional annual school building design and building number of your JOURNAL reviews some fine, appropriate schools and considers trends in design, planning, heating, acoustics, etc. We feel you'll want to keep this issue as a guide in your 1960 school planning.

The Editor

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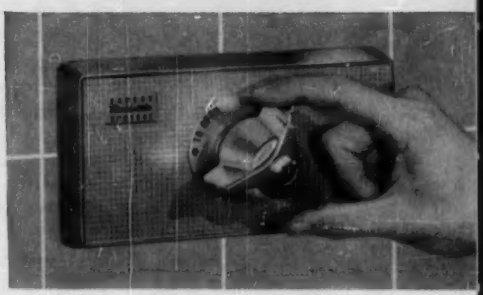
"Wish Our School Had These Keen Showers"

The game is over, and to the home and visiting teams, bathing is part of the fun. It's "time out" now to relax and refresh.

But it's never "time out" when it comes to safety, especially where eager students are on their own, and hot water can be as dangerous as it is plentiful. That's why built-in protection is so vital in school shower systems and why Hydroguard individual *thermostatic* controls have become a standard for safety.

The Hydroguard's simple, single-dial control is foolproof in the hands of any student. A safety limit prevents delivery of scalding water, even if the dial is accidently turned to maximum hot. Should the cold water supply fail, the Hydroguard instantly shuts off. Equally important, it prevents fluctuation in water temperature. This eliminates a frequent cause of shower room accidents — scalding or injury due to slipping or falling in an effort to escape bursts of hot or cold water.

A safe shower system is a "Hydroguarded" shower system. Get the facts. Request illustrated booklet, *Safer Showers* and ask for slide film showing of *Safe Shower Systems*. Contact The Powers Regulator Company, Dept. 1259, Skokie 3, Illinois.



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How air conditioning can pay for itself in a new school building

1. *An air conditioned building can cost less to build*

2. *Maintenance costs are reduced*

3. *Teaching efficiency increases*

CITY	% classroom time, during the regular school year, that outdoor temperature is above 60 degrees
LOS ANGELES	86%
DALLAS	62%
WASHINGTON, D. C.	44%
ST. LOUIS	43%
CLEVELAND	34%
CHICAGO	32%
MINNEAPOLIS	25%

RECENT STUDIES concerning new school buildings bring significant facts to light.

You can build a modern, fully air conditioned school building *for less money* than it costs to build a conventional building, because it can be more compact. If the building is designed for air conditioning, the savings can more than *pay the cost* of the air conditioning equipment.

Moreover, the *operation* of the air conditioning *pays for itself*—due to greatly reduced cleaning, painting and decorating bills.

Most important, there is an increase in faculty and student efficiency. This means better teaching, better learning. Studies show that because of body heat and the sun's rays it takes outside air below 60 degrees to cool a school building without air conditioning.

When outside air is above 60 degrees, classrooms are sure to be uncomfortable. Above are some U.S. Government figures, showing the percentage of school-year classroom hours, in various cities, when the temperature is above sixty degrees.

These are the times when air conditioning is *vital*, if adequate efficiency in teaching and learning is to be maintained. Of course, these figures do *not* include the important summertime. With an air conditioned school, summer study is more popular. The school can be used in the hottest weather, day and night. It can also be utilized for recreational activities that would be impossible without air conditioning.

The other benefits of air conditioning—in terms of increased comfort and cleanliness—are immeasurable. Today, more than ever before, it is important to examine the economies of air conditioning *before* you build. See your architect or consulting engineer. Or write: Minneapolis-Honeywell, Department AJ-12-106, Minneapolis 8, Minnesota.

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Classroom comfort means better learning, better teaching. **This is the attractive Honeywell Pneumatic Round Thermostat. It is used for both heating *and* air conditioning, and is the most accurate pneumatic thermostat available. With one in *every* classroom or recreation area, the teacher can adjust the temperature to fit the specific activity. Remember, only a thermostat *on the wall* can sense the temperature the way an occupant does.**

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Surveying the School Scene

news notes of special interest

FIRE PROPERTY LOSSES DECREASE

School and college property losses from fire showed a marked improvement last year, according to a report released by the National Fire Protection Association. The dollar cost of fires in 1958 decreased by 20 per cent, but the total of damage and destruction still came to $24,000,000. There were approximately 4000 fires in schools and colleges in 1958, compared to 4300 the previous year.

SCHOOL BOND ISSUES

The November elections for school bonds were generally successful but the most widely discussed issue of $500 million for New York City was lost by a heavy vote. In Chicago and Cook County a $3 million issue to extend the fire alarm system to all schools was voted. A $23.5 million school bond was also approved in St. Paul and a large issue was voted in Minneapolis.

Ohio voters approved a $30 million bond issue in Columbus, but rejected a $1.7 million issue in Van Wert and a $4.8 million issue in Findlay.

AIDS IN PREDICTING DELINQUENCY

A series of "prediction tables" to aid teachers in spotting troublemakers in their classes before the youngsters reach the age of 8 have been published by the Harvard University Press. They are entitled "Predicting Delinquency and Crime," and are the result of more than 30 years of research.

The tables dealing with spotting potential delinquents in early childhood "have in large measure been checked and verified on various samples of new cases," the report states.

The tables are designed to point out children who are likely to get into trouble with the police; criminals who are likely to be trouble makers in prison; prisoners who are most likely to commit new crimes if released on probabation or parole; juvenile delinquents and criminals who have a good chance of reform.

Authors of the tables, Prof. Sheldon Glueck and his wife, Dr. Eleanor Glueck of the Harvard Law School, state that family life comes first in influencing the child, and his school record rates second in predicting behavior.

WARNING ISSUED

The Music Publishers' Association, of New York City, has issued a warning to the schools to refrain from the practice of using, reproducing, and recording unauthorized copies and recordings of copyrighted musical compositions. Those responsible for such violations are liable under the copyright law and may be subject to civil action for injunction and damages. A letter has been sent to superintendents of schools so that schools which are engaged in such practices may be alerted, and the matter brought to the attention of teachers and music directors.

TEACHERS STRIKE

In Cahokia, Ill., a strike of 110 teachers closed nine schools in the district in early October. The teachers demanded a $300 salary increase and recognition of their Union, local 1262, AFL-CIO. Four of the district's 18 buses were used to take the students to parochial schools, which were not affected by the strike.

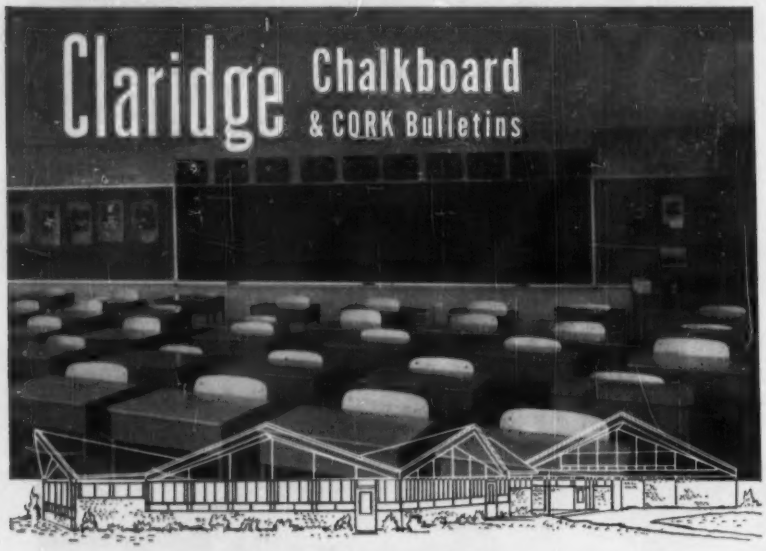
FIRE-SAFETY RESEARCH FINDINGS

A conference on school fire safety was held October 19–21, in Washington, D. C. About 100 representatives from organizations directly concerned with fire safety heard presentations on research conducted during the summer. The findings will be co-ordinated and printed in a pamphlet.

Four panels reported their research data on: (1) serious fires occurring in school buildings; (2) administrative responsibility for fire safety; (3) making existing buildings safe; and (4) fire-safety conditions in new construction.

REHEARING OF MOLITOR CASE

Petitions for a rehearing of the Molitor case have been filed with the Supreme Court of Illinois. On September 24, the Illinois Supreme Court granted the petitions for a rehearing, and the case will be resubmitted at the November term of the court for final disposition.



Tinicum Elementary School,
Tinicum, New Jersey
Architect: Jules Gregory,
Lambertville, N.J.

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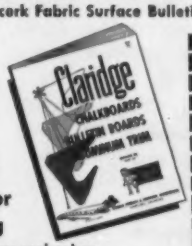

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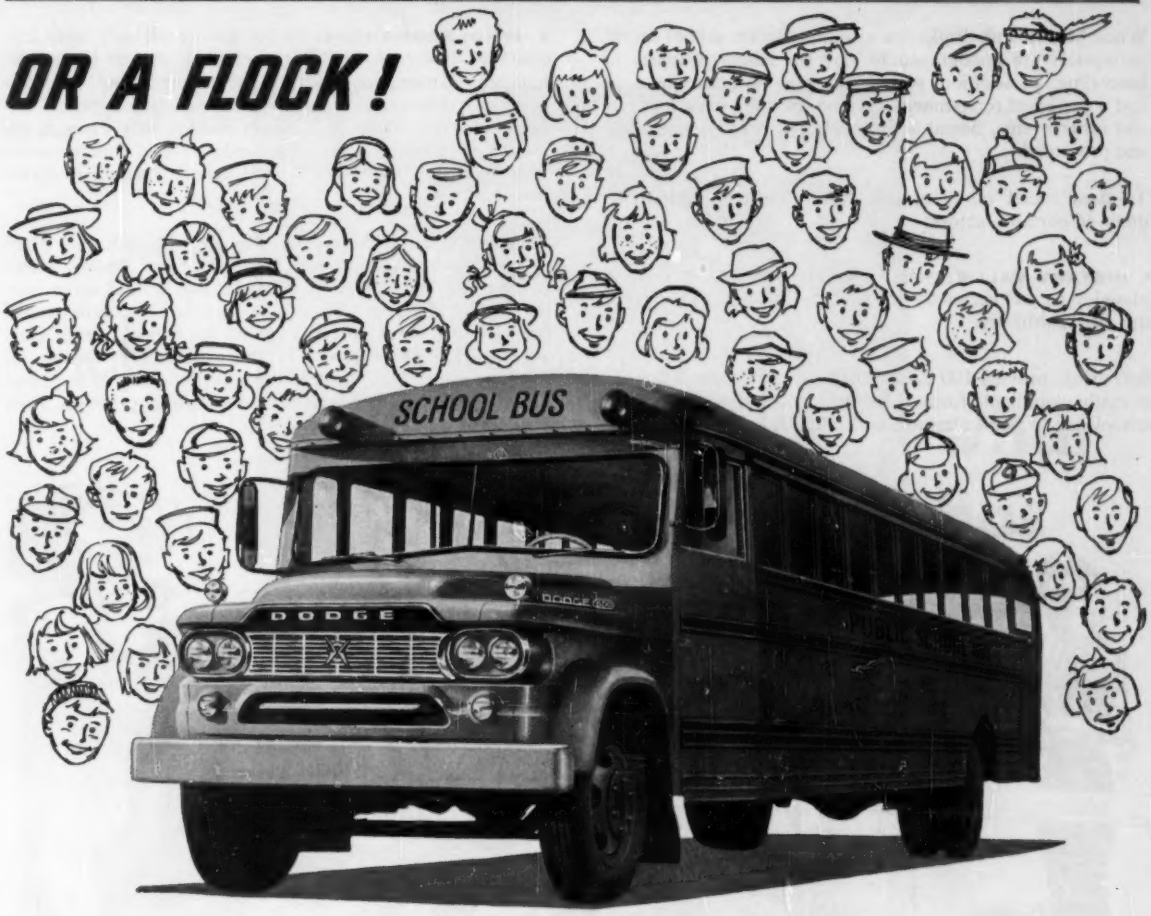

They're safe (and you'll save) with a 1960 Dodge School Bus

There's safety for *any* number in this year's new line of Dodge school bus models. For as few as six or eight, in the compact 108″ wb. Town Wagon, so practical for small routes or "feeder" use. Or, for a flock of 66, there's the big 254″ wb. S600 chassis. Wide choice of "in between" models, too, rated for 30, 36, 48, 54 and 60 pupils.

Different as they are in size, Dodge school buses have two important things in common. (1) *Safety* . . . even beyond NEA requirements, with such features as driver-adjustable emergency brake system . . . and bonus "reserve" power in big Dodge 178- and 202-hp. V-8 engines. (2) *Savings*, because Dodge prices are in line with the lowest.

Dodge is thrifty to operate, too, with V-8's and Sixes that coax extra mileage out of *regular* gas . . . and chassis built the dependable Dodge way to last, last, last!

For these and a *flock* of other reasons, wouldn't it be wise to include your Dodge dealer next time you solicit bids on new school transportation?

DEPEND ON **DODGE**
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A PRODUCT OF CHRYSLER CORPORATION

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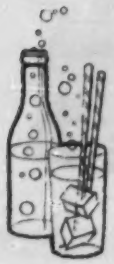

HOW CHILDREN RESPOND TO SOFT DRINKS

in school food and refreshment facilities

When bottled soft drinks are available within school limits, youngsters are encouraged to stay on school property at lunchtime. In addition, soft drinks provide attraction . . . and a preferred refreshment keynote for after-school dances and other events. Social activity is more readily supervised and promoted.

To these social values of soft drinks, must be added two other important factors:

1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you know, the body loses 2½ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

These are some of the reasons why soft drinks have a place in the food and refreshment facilities of our schools where bottled beverages are easy to store, handle and serve economically. If the subject of soft drinks in schools comes before your Board, talk it over with your local bottler. He's a tax-paying businessman of the community, dealing in products which contribute to the local economy in the same way as other food products served on school premises. He's entitled to a fair hearing.

American Bottlers of Carbonated Beverages

Washington 6, D.C.

National Association of the Bottled Soft Drink Industry—a non-profit association of manufacturers of bottled soft drinks, with members in every state. Its purposes: to promote better understanding of the industry and its products, and to improve production and distribution methods through education and research.

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the
AMERICAN
SCHOOL
BOARD
JOURNAL
December, 1959

one year later... what has your board done?

— Chicago Daily News Photo

One year ago, on December 1, at Chicago's Our Lady of the Angels school, an irreparable tragedy occurred — a fire that took almost 100 lives, and aroused public sentiment, and caused a flood of literature on the subject of fire-safe schools.

The causes of the fire — the structural and design defects of the structure, the hazardous materials, etc. — were the same as those that caused the Collingwood holocaust and the Camden blaze and every other school fire. And the principles of school fire safety were not altered.

Now, one year later, it seems like an ideal time for your board to set up an annual "agenda" item of *what you are doing to achieve an intelligently and alertly-maintained fire safety program* based on these vital principles of fire safety.

Thoughts on Teacher Training

DONALD W. ROBINSON
Carlmont High School
Belmont, Calif.

It is unfortunate that in this critical period so much of the criticism of public education comes from persons imperfectly informed concerning the purposes and methods of the schools. Admiral Rickover would seem to be better qualified to assess the administration of the Navy, Arthur Bestor to chide the college professors, and Dorothy Thompson to observe the shortcomings of the journalistic world.

The unfortunate result is criticism stemming more from feeling than from fact.

This situation exists because of two enormous failures of the profession. We have failed to inform the public effectively of our goals and our methods and we have failed to be self-critical of our own shortcomings. We should be able to confess the inadequacies of our performance without compromising our philosophy.

Now that thinking Americans of many backgrounds and philosophical persuasions are coming around to a genuine critical concern for the quality of public education, it behooves us within the profession to display an equally critical concern for the quality performance of the job entrusted to us.

Although this examination of certain teacher education practices may seem excessively critical, it does not follow that the writer feels that schools of education are doing a poor job. Most characteristics of the typical program are highly commendable. This does not negate the fact that some aspects are deplorable. The purpose of this article is to do a little honest deploring.

Intellectual Quality Lower

It is not necessary to cite statistics to document the well-known fact that schools, departments, and courses devoted to pedagogy have mushroomed in the past quarter century faster than any other division of higher education and that the intellectual quality of the students enrolled in these departments and courses is lower than that of students in other departments. These two factors, the rapid expansion of enrollments and the recruitment of less than average intellect, has resulted in the acceptance on educational faculties of many persons who are academically unfit for professional level teaching and the abandonment of qualitative standards at the professional level, where there is most urgent need for maintaining standards.

Of course there are competent education professors; to be sure there are incompetent liberal-arts professors. Regardless of cause or rationalization, too many teachers in schools of education just do not possess the quality of intellect or scholarship that should characterize college faculties.

This has little to do with the philosophical persuasion of these educators; it has everything to do with the manner of their teaching. A single simple thesis, such as the importance of individual differences, which sophisticated people sense even before they are in high school, is spun out interminably in exposition after tedious exposition geared to the lowest intellect. Some reason existed 30 years ago for the patient reiteration of a doctrine basically foreign, and in many cases, antagonistic, to the training and experience of teachers, if these teachers were to be reoriented to contemporary educational findings. That reason no longer exists. If it did, it would require for effectiveness a more sophisticated presentation than is offered in many courses.

In public school teaching there is some validity in the teacher's appealing to the slowest and least capable student, for that student will be a citizen, too, and he must be taught. This reasoning cannot be applied at the professional school level. Here arbitrary fixed standards of excellence and of achievement can and must be maintained if the word profession is to be properly used in association with teaching. This does not mean that these standards must be based upon narrowly conceived measures of retention of facts. It may be based upon judgments of effectiveness in leadership, co-operation, flexibility, or any trait appropriate for prospective teachers that can be meaningfully imparted and measured. Otherwise there exist no standards. The "B for everyone" agreed upon in advance is a denial of standards. It makes the grade utterly meaningless and is one of the factors tending to make teacher education appear meaningless.

When recently a college supervisor confessed, "We can do nothing to hasten the development of effectiveness in a beginning teacher" he was abdicating the basic responsibility of his position.

A 12-teacher department in a superior high school recently rejected a proposal

Acknowledging many commendable aspects of the typical program of our schools of education, this examination of current criticism draws attention to other phases which seem to need remedying —

to introduce homogeneous grouping, primarily on the argument that "I don't want to teach the slow groups, therefore I cannot vote for a plan that would impose this unpleasant duty on some unfortunate colleagues." They evidenced the same moral insolvency.

Individual Differences

Nearly all educators agree that attention to individual differences is one of the keys to superior teaching, albeit many paths lead to the exploitation of individual differences.

Then why in the name of common sense do not schools of education recognize individual differences? Why must the 40-year-old professional teacher, with years of successful private school teaching be required to submit to the same 18 units of professional orientation as the hesitant young college student who has never taught a class in his life?

Granted that certification requirements are set by legislatures, it must also be granted that heads of teacher education institutions are, in most states, the individuals whose recommendations are followed in drafting the legislation. It must also be granted that most schools of education seldom exercise the discretion that is theirs in planning programs or in recommending teachers who are "qualified" without meeting the school's own technical requirements.

The reason is an embarrassing one for the educators. It is the same reason that, by and large, we resist the logic of merit rating for salary purposes. It is because for all of the extended science of pedagogy, the endless research, required courses, conferences, conventions, journals, and yearbooks, we are still unable to identify the good teacher. We are unable or unwilling to state these are the competencies a good teacher must have, these are the ways we measure them, and the standards we apply; these are the candidates we recommend. It is not only on the unusual campus that "anyone can graduate from the education school."

The recognized practice is to dare to express judgment or discrimination regarding the capabilities of graduates of the education program only in confidential letters of recommendation, which are as essential for placement as the certificate to teach. The infamy is that they sometimes refute secretly the very qualifications that the certificate publicly proclaims, namely that the holder is qualified to teach in the public schools.

Standards Lacking

The clear inference is that too many of the people entrusted with the education of our teachers have too little sense of standards with respect to their job, too little discrimination in evaluating their product, and too little fortitude in defending what judgments and discriminations they do make.

Obviously these conclusions are not reached as the result of a scientific survey or sampling or pseudo-research. Obviously they cannot be verified numerically; one cannot say that "too many" means 10 per cent, 13 per cent, or 19 per cent of the educators.

For the health of the profession it is far too many, whatever the figure, when the reputation is as widely held as this one, and held by friends of education as well as by foes.

To be sure, there are extenuating circumstances. We need more teachers than we have, therefore why eliminate even the weak ones? We are unable to predict future growth, therefore why eliminate candidates whose obvious weaknesses may be outgrown with experience?

If we accept these questions as valid, we must then ask another, "Why claim that we have professional education producing dependable, qualified, competent, teachers?"

For if we have professional education our competence will make clear which candidates are qualified and our integrity will deny certification to all others.

The tragi-comic inadequacies of the weak educationists invite the merciless ribbings by the critics. The professor who struts the platform endlessly lecturing on the worthlessness of lecturing as a method of instruction or on the need for the teacher to stay in the background is a perfect target for lampooning. Who could resist?

The School of Education Happy Boys, the Adjustment Salesmen, the Functional Profs, are sometimes guilty of the most ludicrous cliches. They preach the necessity of considering the whole child, of the greater efficacy of freedom than of restriction in learning, of the need to replace rote learning with active thinking in sweeping terms as if the acceptance of these rather trite generalities would open new vistas of creativity to the teacher. All this often

with no documentation, no philosophic support, and no implementation by example, precept, or rule.

"Laws of Learning"

Equally general "laws of learning" are offered, laws of readiness, multiple sensory reception, relatedness, and the rest of them, but just expounded, with no intellectual challenge, no attempt at application, no follow-up activity for the student except possibly the inspired injunction to "write a paper discussing the laws of learning and how you might apply them."

By far the majority of education instructors attempt no serious research or experiment or other scholarly pursuits themselves. They parrot to their students what they were taught, read a few journals to keep up to date, and attend endless conclaves and conventions to exchange anecdotes and gimmicks for keeping the old cliches alive.

Frequently they expond the psychology of learning and the principles of child growth as simple generalizations, with little reference to differences of age, sex, intelligence, or motivation.

How did this unscholarly level of "professional" teaching come to be tolerated?

For one thing schools of education, growing faster than they could possibly train scholars, employed thousands of young converts, bright, knowledgeable, superficially educated, who had been exposed to and thoroughly convinced of the rightness of the permissive doctrine, but who had never worked through their own philosophies. They glibly repeated in a thousand classrooms what they had been taught and what they believed, and they glibly rationalized their position when in debate. Many of them had never tested their convictions in successful experience nor by rigorous intellectual examination.

When this is said it should be said equally of the fledgling instructors in most other disciplines. If anyone should care to expose the malpractice and misfeasance of the poorest English professors as Mortimer Smith has dealt with the fringe educationists, he would have a picnic. One set of professors hides their intellectual flaws behind cliches of pedantry; the other set seeks refuge in cliches of democracy.

Closely related to the complaints already aired is the all-too-prevalent didacticism that announces ex-cathedra certain postulates, some of which are partial truths, some clearly matters of dogma, most of them unworkable in a public school situation, but all of them to be accepted as axioms of good teaching.

Discarded Axioms

Among the axioms most quickly discarded when the unrealistic tone of the school of education has been exchanged for the real-life environment of the public school are these (Tragically many a conscientious novitiate endures months or years of anguish and near-failure trying futilely to reconcile the two):

1. The teacher should stay in the background. This runs counter to the psychological truth that youngsters at all ages seek an adult model. Call it a parent figure if you wish, or call it an acceptable leader; it is a real need.

2. Never punish or reprimand in public if this can be avoided. The hurt or shame of public reprimand is sometimes realistic and effective. Like any device it is subject to abuse, but it is not inherently detrimental. Children adapt largely as a result of pleasure-pain principles. If punishment is so cushioned that it fails to hurt it is no longer punishment.

3. Never send a pupil from the room for disciplinary treatment if it can possibly be avoided. Frequently both psychological and administrative reasons dictate sending the child to the office. The classroom is for instruction, and if the child learns that interference with instruction will not be tolerated, he is more likely to conform. If he is emotionally unable to conform all the more reason exists to refer him to the expert who is trained to correct such disorders.

Other questionable shibboleths include "never use sarcasm," "avoid resort to authority," "children need encouragement to self-expression, not repression." Clearly these propositions, whatever their merit, are not suitable for dogma.

They are perhaps more appropriate in the early elementary grades than in the secondary school. They are appropriate for certain warped and fragile personalities. Applied generally, they help to produce warped, though not fragile, personalities.

At least two other idiosyncracies of the educationist (this is not a term of opprobrium, but a perfectly good word to distinguish the teacher of pedagogy from other teachers and professors) merit mention.

One is the highly developed sense of gregariousness, affability, social consciousness, and readiness to agree. The latter point assumes total reciprocity. Any dissent, no matter how well based, might, if persisted in, be interpreted as obstructionism. Therefore, for the good of the group the dissenter politely defers, often without fully airing his position. The peculiar truth is that reports of educator groups seldom include minority reports, no matter how diverse the opinions of the participants, no matter how weighty the conclusions reported. Whether this kind of unanimity be arrived at by surrender or by compromise, the long-range results can be equally devastating.

Again a disclaimer. This does not mean that there are no independent thinkers in the education fold or that all education campuses teach the same brand of pedagogy. This is far from true. It is observable however that when in conclave or at a convention, education leaders seem to set more store by continuous harmony than by honest debate of intellectual differences.

Occupied With Change

The final observation has been made many times before. It is the almost compulsive preoccupation of some educators with change and novelty.

The supervisor greeted the apprentice teacher over the coffee cups with, "If I should visit your class today would I see anything startling, unusual, exciting?"

Not "Would I see anything solid, worthwhile, substantial?" The difference is significant. Both questions presume that the qualities mentioned will lead to effective learning. And both sets of qualities in the hands of good teachers will lead to effective learning.

The point in question, as all the other points in question, hinges on the frequency of excesses or abuses of a good thing. Some schools of education appear to have replaced deadening rote with dizzying change. They ask the prospective teacher, "What is a new way to present this material?" not "What is the best way to present it?"

The need to be flexible and to assist students to adapt to change is not so insistent as to justify raising mere inventiveness or the talent for avoiding repetition to the position of the cardinal attainment in teaching.

Of all of the criticisms of professional education the one that hurts the most, which may and may not indicate that it is most true, is the assertion of its lack of humility.

Wanting in many professors of education is the ability to state without embarrassment, "We really do not know very much yet about how learning takes place, or what is most worth learning, or how it can best be taught." To many ears that would sound more professional than the boasts that "We have amassed a vast body of proven facts and demonstrable truths which constitute the foundation of a professional program."

Many graduates of schools of education could compress into a little finger the vast body of facts and truths they were given during their professional training.

These remarks are not meant to belittle the accomplishments of our schools and departments of education or to minimize the enormous contributions of progressive theory and practice. They are not intended to ridicule or belittle, but to point out the mote in our own eye. ■

A hunch, a hope, and a prayer —

How to Select and Place Teachers

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"A hunch, a hope, and a prayer" is a common feeling among experienced school administrators whenever methods of selecting teaching personnel are discussed. This is not a dodging of objective methods of judging teacher merit, but rather a realistic admission that careful initial selection techniques, although necessary, are not an adequate guarantee of teaching ability.

Many studies have been made to try to determine in advance who is likely to become a good teacher, but no correlations of significance between possible factors for success and actual success on the job have been found. Practice teaching, thought to be the most valid factor, proved to have so slight a correlation as to be worthless for practical purposes. Competitive examinations used for selecting personnel for large school systems also prove to be no absolute safeguard against teacher failure. School authorities readily admit that even their most reliable sources of data on prospective teachers have weaknesses. And probably the most important quality a teacher can have — a capacity for growth — is very difficult, if not impossible, to detect in a young or prospective teacher.

If all of this seems to cut the ground out from under what are customarily regarded as "tried and true" selection procedures, it should be added that this is no brief for giving up in the face of acknowledged shortcomings. Rather, it is to remind that any method that purports to evaluate human behavior (and selecting successful teachers is that, *par excellence*) can only be an approximate judgment of behavior *up to the moment* — what happens after that cannot be predicted with any degree of certainty.

With this thought to temper any overoptimism about the efficacy of "scientific" selection procedures, it can be stated that there are workable means for establishing the presence or absence of the basic requirements for teaching service. Certainly teaching ability is not alone a matter of behavior or human relations, but also one of background and experience. Minimum requirements for these other factors, established by boards of education, state legislatures, and regional accrediting associations, are to be met as a prerequisite to consideration by the administration.

Most of this information comes to light through the application blank and the necessary certification papers. Factors such as health, kinds of experience, scholarship and professional preparation, intelligence and personality scores, and training for the direction of extra-class

"Teaching ability is not alone a matter of behavior or human relations, but also one of background and experience."

— Flint, Mich, Schools

activities should be a matter of record. A photograph, additional material such as the applicant's philosophy of education, his opinion on extra-class activities and guidance, and a discussion of a practical problem are often required as a part of the application. Such data must be verified where necessary. Contacting references directly, visiting the applicant on the job, and checking the facts by other means must not be neglected.

Experience Important

Further requirements peculiar to the individual school or system should be considered. Specifications for these can be prepared by teachers, principals, and supervisors, in co-operation with the superintendent. The ability and experience of teachers should not be overlooked here, for they are especially qualified to deal with this matter. A committee of third-grade teachers might, for example, prepare specifications for third-grade teachers, or high school committees might prepare specifications for particular teaching jobs in the high schools. These could be of great help to principals and superintendents in making final specifications for teachers to fill vacancies.

Such specification can be utilized by the administration by incorporating them in the application blank or in a special questionnaire. Put in the hands of placement officers or sent to placement bureaus with the request that the specifications be adhered to, such questionnaires can be a means of selecting teachers that will more likely "fit" the local school situation and will become co-operating members of a team. Especially is this true if the same committee that prepared the specifications can, together with the principal and superintendent, take part in considering all the applications and documents that are submitted by candidates. By formal vote this enlarged committee can select three or four candidates to be interviewed by the committee. After each of the candidates has visited with the school officials, teachers, and a few P.T.A. or board members, the committee can pool its reactions and evaluations of the candidates and, by formal vote, select one outstanding candidate for recommendation to the school board.

To those who feel that such democratic methods take too much time and effort it must unequivocally be stated that no administrator can ethically slight the selection of teachers in favor of other administrative duties. No other duty of the administrator is more important than this one. In fact, some experienced educators go so far as to state that if the administration and staff can do this one task well enough, the success of the school is assured. Whether or not the administrator's efforts to involve supervisors, principals, and teachers in the selection process are as extensive as the example given above, a sound educational program cannot be built without a carefully worked out, co-operative plan for teacher selection of some type.

Teacher Selection Rules

Whatever plan is developed for teacher selection, it is recommended that its guiding principles should be formulated clearly, and adopted and published in the rules and regulations of the board of education or as a handbook for all personnel. This is just basic to any good administration, yet in the face of many loosely planned procedures in current practice, the point needs emphasis. The entire school personnel should know and understand personnel policy of this kind. Where sound selection policies are not established nor widely understood, the evils of political favoritism and employment by virtue of personal friendship or private promises to "play ball" will often flourish. A direct way to eliminate such evils and assure merit appointments is to have the rule that persons who use political or personal influence to secure positions automatically become disqualified.

Some other rules or principles which might be included in a teacher selection plan would cover such matters as maintaining a reasonably balanced staff with respect to age and sex, selecting a person for a position from as many applicants as it is possible to obtain, and eliminating residence or marital status as a factor in selecting a teacher. Other principles, perhaps too obvious for formal statement, should nevertheless be included so that they are always in mind during the selection process. Among these might be selecting teachers to fit the needs of the school, requiring teachers to meet the health and certification standards of the state board of education, and requiring that teachers be selected early in the year. It is important in such a selection plan not to forget one very practical principle, viz., that the board of education considers teacher selection so important that it budgets money for that purpose.

When teachers have been selected through some co-operative plan for nomination to the board, a formal election by the board and the making of a contract follow. Most states have laws which specify that the superintendent must recommend all personnel to the board, and this assures that professional attention by the administrator is given to the matter. Where state laws do not require this, board regulations should specify that candidates for election be recommended by the superintendent. Lay members of the board should exercise the final right of election, but the careful work of selecting personnel should be a professional matter for the administrator and his staff.

It should be understood in the election and specifically stated in the contract that the candidate is being employed, subject to his ability to meet the requirements for service, to teach where the teacher is needed most. This avoids difficulty if it becomes necessary to shift the teacher to some assignment other than the one originally worked out by the administration and staff. Arbitrary assignment by the administrator is not good practice, but the administrator must be free to make whatever changes are necessary after consultation with the teacher and staff involved. Some authorities believe it is often necessary to reassign teachers several times before the right place is found. This is based on the idea that it is better to give a teacher a second or third chance in a new situation before he is dismissed from a school system.

In view of the fallibility of *initial* selection procedures, increased attention should be given to the *final* selection (the permanent license given after a probationary period). This is not always thought of as a selection procedure, but it should be just that. More and better use can be made of the probationary period, especially if it is looked upon as a period of internship or continued preparation under practical conditions of service. This can be better implemented in a large school system by placing probationary service in charge of a special staff. A final examination for a permanent license, plus reports from such a special staff, can be used in the final estimate of teaching ability.

Co-operative Evaluation

Regardless of the size of the school system or the presence of a special staff, it is possible to provide a selection procedure which operates during the probation of a teacher. A co-operative evaluation similar to that suggested above for the initial selection can be used for the probationary period evaluation. Since a co-operative evaluation calls for judgments from several people, the administrator thus has staff support for the dropping of an incompetent teacher. It is imperative that such teachers be eliminated before they attain a permanent license and tenure, for the prevailing attitudes regarding tenure status work against any subsequent elimination.

It is only when such a final evaluation has been made that the selection procedure may be truly considered complete. And even though such evaluations are as fallible as the human nature they deal with, the considered judgment of the group and careful administrative guidance of the process can go far in selecting the competent, effective teachers needed. ■

Ideally, how large?

Size and the High School

ARTHUR S. GREEN
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One of the biggest criticisms hurled at our high schools is that they are either too small or too huge to be effective. It is a serious proposal when Dr. James B. Conant vehemently insists that a high school cannot be satisfactory unless it has a graduating class of at least one hundred pupils. On the other hand, there are many educators who point to metropolitan schools with enrollments beyond 3500 with, "Students come by individuals — not thousands. There is no room for human development and learning in these gigantic diploma mills."

True, it is easy for students in our large high schools with astronomical enrollments of say, 5000, to be absolutely overwhelmed by and lost in the sheer vastness of the school's dimensions. On the other extreme, it does not necessarily follow that students are assured of reaching their maximum potentials in very small high schools of less than one hundred students.

The National Problem

During the early stages of the development of our state school systems, life in most of our country was relatively simple. The bulk of our population was widely scattered on farms and in small neighborhood and community centers. Means of communication and travel were slow and difficult and educational needs were considered adequate if they were within the limits of the program often characterized as the "three R's." But with the emergence of changing conditions and the belief that more and more high school youth ought to have more advantages, the one-teacher common school district was no longer satisfactory.

In the face of all of this, as late as 1958, there were still 37,781 districts in the country that employed fewer than ten teachers and one out of every eight districts employing as many as 40 teachers. About one third of all our school districts still enroll fewer than one hundred students and as a result, too many of our secondary school programs are weak and barren rather than rich and rewarding.

Disadvantages of a Small High School

Considering high schools very small if they enroll fewer than one hundred students, their advantages today are few. Located mostly in the rural or sparsely-populated areas, they are near the homes of the pupils. School district reorganization and consolidation has transformed many of them into elementary schools, but they still exist in large numbers across the nation. Why? Because they were established at a time before we had good roads and efficient school bus transportation, they have simply continued to exist.

The disadvantages are numerous. Most of the complications found in plans for distributing state funds are results of trying to accommodate these small schools. Except for the cost of transportation, if comparable programs are maintained for the pupils, small schools are more expensive to maintain than reasonably large ones. If a diversified program is offered, a high school having fewer than 300 to 400 pupils is more expensive. This is largely because per-capita costs are inordinately high when classes are small, because teacher-pupil ratios often get as incredibly low as 1 to 1. Therefore, it is common to find superintendents and school boards with meager funds waging a strong battle to maintain an inferior school at the expense of the elementary schools.

Because of limited finances, little more than the academic subjects can be taught. Shops, well-equipped science laboratories, and special rooms are expensive in the light of the fact that the facilities can be used only part of the time. What is more, specialized opportunities for students in dramatics, clerical practice, and foreign language, if they are offered at all, cannot readily be presented in four-year programs. Also, in such schools, there are seldom enough pupils to merit provision for a broad and deep curriculum for the gifted as well as the slow. Further, though the spirit may not be lacking,

the music, art, physical education, foreign language, and commercial departments are without the size that merits adequate equipment and specialized personnel. Finally, it is difficult enough for administrators to try to recruit qualified teachers who do not care to live in rural communities, let alone encourage them to teach an entire gamut of subjects.

The Disadvantages of the Large High School

The very large high school with more than 3000 students, can by its very nature ordinarily overcome the weaknesses of the small high school, but it is not without its own special shortcomings and problems. Problems of pupil control in the community and on public transportation multiply as the high school becomes very large. Also, there is a tendency for school administrators and management to become less effective individually as leaders. As a result, important changes often come about too slowly. There is the need for breaking the school down into smaller units for effective administration and supervision. All this is necessary to nurture students as "ones."

The Ideal Size of the High School

If a wise board were entirely free to choose an optimum size for a high school in its district, what would it be? The most logical figure would be one that is neither very small nor very large.

Geographically, it is impossible to establish definite minimum standards for the satisfactory size of a high school district that would apply to the entire nation. The *Twenty-Seventh Yearbook* of The American Association of School Adminstrators does suggest that school centers be located so that the smallest number of children require transportation and that no student is unduly fatigued. For the high schools, they suggest: Walking distance (one way) . . . 2 miles; travel time on buses (one way) 1 hour. A 1935–37 study of school district reorganization of ten states made under the direction of the United States Office of Education maintains that high school students should not have to walk more than two to two and one half miles to or from school or ride more than one and one half hours on a school bus each morning or evening.

Another way in which adequate high school size can be recommended is in terms of class section *enrollments*. High schools that do not have a pupil population to provide at least one class section of 20 members in each of the basic subject matter areas are at considerable disadvantage.

It is easier to suggest minimum enrollments for school districts. The United States Office of Education, in its 1935–37 study, maintains that high schools should have at least 300 pupils and ten teachers. The National Commission on School District Reorganization, after studying satisfactory minimum enrollments recommended that the high school ought to have between 300 to 450 pupils. And when Dr. C. O. Fitzwater, in 1957, analyzed the size of American schools, though there was no unanimous state-by-state agreement on high school size, various states did have recommendations. Minnesota and South Dakota, for example, recommended a minimum of one hundred for four-year high schools and 150 for six-year high schools. Illinois and Wisconsin suggested a minimum of 300.

Realistically, a high school whose total enrollment is between 1200 and 1800 is the type that is becoming increasingly popular through experience with both the educators and the public. All these figures are not much beyond the minimum size recommended by Dr. Conant in his study of the American high school. For assuming that there were no dropouts from the ninth to the twelfth grade, Conant's figure would require a theoretical school of 400 students. But since the freshman and sophomore enrollments are usually about twice that of the third and fourth years, Conant's minimum standard would require a high school whose total enrollment is no less than 600.

The Advantages of the Ideal Size

Administrators warn that school boards should not look to larger high schools as an economy measure as an end in itself — that will reduce school expenditures and local tax rates. The primary purpose is to obtain better educational opportunities and to get more and better education per dollar spent.

The paramount advantages to such high schools are that they discard the disadvantages in the improvement of instruction. For one, in the basic academic subjects, offerings in subjects like mathematics, for instance, cannot only be complete, but there are often enough students to warrant the creation of advanced courses like "Financial Mathematics," "College Algebra," and "Analytic Geometry."

"For another, the curricular plan is implemented. A school district takes a giant step forward when it has enough pupils to justify the assemblage of enough students in a particular field to group them into class sections according to their needs. Also, since the better colleges are increasingly adopting the honors and seminar types of programs for small groups of students, high schools with ample enrollments often have the considerable extension of library facilities and qualiled teachers to offer advanced programs in social studies, English, and science. A school of adequate size, whether it be a region or the consolidated district, can also plan to relieve the teacher of the most difficult problems in providing special rooms and personnel for the socially maladjusted, the emotionally disturbed, and the educable mentally handicapped students.

Achieving the Ideal Size

Schools are usually undersized because there is not enough money to support larger ones within the areas which the schools serve. And simply spending more money or building a larger high school is not usually the answer, either. In most instances, the solution lies in school district reorganization. In so doing, reorganized school districts that become adequate in size are much more capable of being effective units for expending school funds than many small districts. And besides eliminating many of the inequalities within neighboring districts to support financially the schools, the school community organized into a single administrative unit possesses a stronger tax base and stronger support for current operational expenses and bonding purposes. Larger districts are also an advantage to the state because they use state school funds soundly and economically.

The various types of legislation for reorganization often apply to smaller high schools when they unify, consolidate, or expand. These are:

1. *Mandatory* — direct reorganization by the legislature, by delegated authority and responsibility to state and county agencies, and by action required of county agencies.
2. *Permissive* — initiated entirely at the local level and affecting the voters in the areas affected.
3. *Semipermissive* — requires under legislation that certain steps and planning procedures must be carried out by designated officials and the proposed plan submitted to the voters; making it permissive for the final approval to be made by the voters in the area affected:

Implied in each of these types of legislation is some kind of provision of state school finance.

Conclusion

The needs of our high schools have far outgrown what could be supplied in the little red schoolhouse of the past. With the vastly enlarged scope of the high school has come the need of a school large enough to fulfill it. Changes in the size of our high schools, like those brought about by school district reorganization are never static and permanent. When the size serves its function well, it is satisfactory. When it doesn't, it needs to be modified by the people working together who organize, support, and operate their schools. It is an integral part of the ever-changing pattern of the American high school. ■

Results of a survey to determine —

What Boardmen Need to Know About Their Schools

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How much does a school board member need to know? What grasp of information does he need in order to support the decisions he must help to make? To have the facts at one's command is most important in what general areas of information? Board members themselves scored 100 topics on the basis of usefulness to board members in a study conducted recently by the University of Arkansas. Compilation of their evaluations chalks a profile of the well-informed school board member.

Participating in this self-drawn portrait were 387 board members selected at random from 47 states. The number included 242 with more than two years of board experience and 45 with less than two years. According to their composite opinion, here is what every conscientious school board member needs to know something about:

The Superintendent's Work

"To what extent do the superintendent and members of his staff adhere to the policies of the board?"

The prime importance of this question was doubly underscored. It was rated number one among the 10 items in its general area, and that area — administrative personnel — was considered the most important of the 10 areas included in the questionnaire. The other nine topics in this area were arranged in order of decreasing importance as follows:[1]

2. Personal and professional qualifications of the superintendent and staff.
3. Written policy defining the respective duties and functions of the board and superintendent.
4. Completeness and accuracy of superintendent's periodic reports.
5. Type and quality of supervisory services on both elementary and secondary levels.
6. Practices recommended for selecting and employing the school superintendent and other administrative personnel.
7. Extent to which democratic procedures are used by the superintendent and his staff in operating the school program.
8. Delegation of responsibility by the administrative staff.
9. Attitude of superintendent and his staff toward minority groups.
10. Comparison of starting and maximum administrative salaries with those of the particular state and the nation.

[1]It must not, of course, be assumed that all topics within this area were considered more important than any item in another area. All topics were assigned an importance rating of 0 to 4 by each participant, and statistical procedures were employed to determine the relative position of topics within each area.

Curriculum

Curriculum was the area that board members participating in the survey considered next in importance to administrative personnel. Their evaluation of subtopics relating to curriculum placed them in the following order of decreasing importance:

1. Adequacy of high school courses offered in meeting entrance requirements of state colleges and universities.
2. Course offerings in language arts — reading, writing, spelling, speaking, and listening.
3. Course offerings in mathematics — arithmetic, business arithmetic, algebra, geometry, and trigonometry.
4. Board's responsibility for leadership in a co-operative effort to revise curriculum to meet changing needs of pupils and society.
5. Course offerings in science — general science, biology, chemistry, and physics.
6. Course offerings in social studies — state history, U. S. history, civics, government, economics, geography, problems in democracy.
7. Course offerings in foreign languages — Spanish, French, German, Latin, Italian, Russian.
8. Course offerings in the practical arts — business education, agriculture, home economics, industrial arts, etc.
9. Course offerings in health, physical education, safety, and driver training.
10. Curricular offerings to provide life adjustment — courtship and marriage, bachelor cooking (home economics for boys), and various activities.

Public Relations

Public relations was the area of next greatest concern to board members, and topics within the area were given this rank:

1. Means of telling the public what the schools are doing and why they are doing it.
2. Means of developing citizen interest in supporting the school program.
3. Interpretation of objectives of the school to the board and to patrons of the school.
4. Prevailing sentiment of people of the community about their schools.
5. Extent to which the people are actually informed about the schools.
6. Means of informing the public about the main sources of revenue and important items of expense in the school's annual budget.
7. Effective use of parent-teacher organizations, civic clubs, and local chamber of commerce in the school's public relations program.
8. Sound policies for making school's facilities available for various public groups.
9. Use of pupils and school staff in the public relations program.
10. Proper procedure for board members when visiting school.

Objectives of the School

The area given fourth rank in importance was school's objectives. Items within the area were given this order:

1. School's effort to teach pupils to think rationally and to express their thoughts clearly.
2. Extent to which school provides an exploration of vocational opportunities and preparation for higher education.
3. School's emphasis on basic concepts of citizenship in an expanding world.
4. Organization of classes and school activities for mastery of basic subject matter.

5. Extent to which school's objectives are determined by co-operative judgment of staff, school board, and citizens.
6. Extent to which human needs and resources of the community are reflected in the objectives of the school.
7. Opportunities provided by the school for pupils' development of concern for other people.
8. Opportunities for developing pupils' artistic talent and other creativeness.
9. School's provision for guiding pupils to worthy use of leisure time.
10. School's effort to teach intelligent consumer buying and use of goods.

The concern of fifth level of importance according to the composite judgment of board members participating in the study was school board operation. Items within the area were ranked in this order:

1. Division of responsibility between board and superintendent.
2. Legal sources of school board authority and responsibility.
3. Role of the superintendent at board meetings.
4. Ways of helping new board members get off to a good start.
5. Desirability of a written code of rules and policies determined cooperatively by administration, faculty, board, and citizens to govern board operation.
6. Legal requirements concerning procedures, completeness, and accuracy of the minutes of board meetings.
7. Employment of competent legal counsel for important business transactions.
8. Ways of transacting board business so that one or two members will not be "running the show."
9. Use of Robert's *Rules of Order* in conducting board meetings.

Physical Plant

Given a rank of sixth among the 10 general areas was school's physical plant. Problems within that area were given the following relative importance:

1. Provision for building safety devices — fire-resistant construction, fire extinguishers, gongs, escapes, panic bolts for outside doors, etc.
2. Co-operative long-term planning of educational building program by board, staff, pupils, and citizens.
3. Economies in planning and constructing modern, attractive, functional buildings.
4. Adequacy of size, safety, and comfort of all regular and special classrooms.
5. Respective duties and functions of the superintendent, educational consultant, architect, and board in building a new school.
6. Continuous repair and upkeep of all buildings and sites.
7. Co-operative long-term planning of educational building program by board, staff, pupils, and citizens.
8. Time to renovate and modernize — or abandon — an old school building.
9. Convenience and comfort of rooms for administrators.
10. Availability of competent professional services from the state department of education and the state university.

Evaluating the school was ranked seventh, and subtopics within the area were given this order:

1. Effective means of appraising the work of the superintendent and administrative staff.
2. Tested means of determining the effectiveness of the faculty and supervisory staff.
3. Possible uses of school surveys and evaluations to correct weaknesses in the school system.
4. Effective in-service growth of local school board members — orientation of new members, professional reading matter available, joining organizations, and attending professional meetings.
5. Measuring materials of instruction and methods of teaching against the needs of all pupils.
6. Appraisal of the school's effort to meet cultural and vocational needs of pupils not going to college.
7. Possible uses for superintendent's annual and monthly reports in evaluating the school.
8. Use of the school's annual reports to the state department of education and regional accrediting associations to improve the quality of education.
9. Availability of consultants from the state university for conducting community surveys and school board studies.
10. Grading all pupils on the "curve."

School Finance

Somewhat surprisingly, perhaps, school finance was assigned eighth position among the major areas. Subtopics relating to finance were given this order:

1. Relationship between expense and anticipated revenue in the school budget.
2. Constitutional provisions and state laws concerning school finance.
3. The district's current indebtedness and borrowing power.
4. Ways of securing a larger proportion of the school's revenue from state sources.
5. The district's total assessed valuation and revenue for each of the past five years.
6. Per cent of the school tax dollar used for teachers' salaries, operation, maintenance, capital outlay, fixed charges, debt service, etc.
7. Annual audit of school accounts and procedures used in bookkeeping and accounting of internal funds.
8. Proportion of school revenue derived from local, state, and federal sources during each of the past five years.
9. Procedure for passing a bond issue for a building program.
10. Possibilities of securing a larger proportion of the school's revenue from federal sources.

Next to last in importance, in the opinion of participating board members, was special pupil services. Items within this area were given this order:

1. Relationship between expense and
2. Special classes for mentally retarded and academically gifted.
3. System of reporting pupil progress to parents.
4. Size of classes both in elementary school and high school.
5. Library facilities and services.
6. Per cent of graduating classes attending college during the past five years and per cent of these classes still living in or near the district.
7. Proportion of pupils dropping out of school during the past five years and chief causes.
8. Policy of enforcement of compulsory school attendance and suspension and expulsion of pupils.
9. Legal requirements and recommended practices for minimum age of admission to first grade.
10. Advisability of requiring pupils to eat at school cafeteria.

Teaching and Non-Teaching Personnel

Ranked in tenth position as an area of information important to school board members was teaching and non-teaching personnel. (This apparent contradiction of the adage "As is the teacher, so is the school" is perhaps to be explained by the emphasis given administrative personnel, which was ranked first. The implication seems to be that board members consider it their business to be sure of the quality of the administrator's performance and they consider it his business to be sure of the efficiency of the teaching and nonteaching staff). Subtopics relating to teachers and non-administrative workers were ranked in this order:

1. Ways and means of increasing the supply of qualified teachers.
2. Ability of teachers to prevent and solve disciplinary problems in class and other school activities.
3. In-service techniques to improve quality of teaching — professional faculty meetings, workshops, supervision, professional library, visitation, etc.
4. Personal attractiveness and emotional stability of teachers employed.
5. Working and living conditions for faculty members — housing, sick leave, tenure, merit rating, and community relations.
6. Comparison of starting and maximum salaries with those of other schools in the county, state, and nation.
7. Proportion of the faculty teaching in areas in keeping with their academic and professional preparation.
8. Proportion of the faculty having 90 college hours, bachelor's degrees, and master's degrees.
9. Per cent of faculty joining local, state, and national professional groups.
10. Proportion of faculty who smoke and/or drink.

Though a thoughtful examination of these findings will yield many and varied conjectures concerning current tendencies in American education, the inescapable conclusion for any analyst is that school board members must concern themselves — take the time and the trouble to inform themselves — with multitudinous matters if they are to render the best service to the schools they serve. ■

Recording telephones prove an efficient approach to —

Assigning Substitute Teachers

Clerks come on duty every morning to pick up calls that came in during the night.

HERBERT POPENOE
Director, Administrative Services Branch
Los Angeles, Calif., City Schools

The assignment of day-to-day substitute teachers is typically an emergency situation. When Sally Smith, a fifth-grade teacher, wakes up in the middle of the night feeling ill, her first thought probably is for the welfare of her pupils the following day. But ordinarily there isn't much she can do about it until the district office opens the following morning, when she reports her illness and asks that a substitute be assigned in her place.

When Miss Smith's telephone call comes in, the district office must search its file of substitutes, find one that is available for the day, and hope that the substitute will arrive at school early enough so that a full day's attendance may be credited to teacher and pupils.

Because the Los Angeles city schools must assign thousands of substitutes each month, they searched for a better answer. Emergency calls, everybody running around, putting two classes into one room until the substitute arrives — all this didn't seem like the modern approach.

The Los Angeles city schools had found it always difficult, and sometimes impossible, to find and assign competent substitutes under usual office procedures. Even opening the personnel office at daybreak proved inadequate. What evidently was needed was a 24-hour service to be used by teachers reporting illness, or other sudden and unavoidable emergencies.

Los Angeles decided to try recording telephones.

How It Works

Recording telephones were installed in the personnel office, and cards of instruction were issued to all teachers regarding emergency calls. When a teacher finds that she must absent herself the following day, she dials the number given on her card for the recording telephone service.

"This is the Substitute Unit of the Los Angeles City board of education," states the recording telephone. "Your call is being answered mechanically by an automatic answering service. Please give the information as listed on your information card. You may begin talking when you hear the sound of the tone signal. You have 30 seconds to complete your message. Please talk clearly, but not slowly."

If the call continues for 30 seconds, the recorder breaks in: "You have used all of your recording time. If you have not completed your call, please call this number again."

After receiving instructions from the recording telephone, the teacher then reports information as follows: "January 26; Smith, Sarah; Van Nuys Junior High School; English, regular; two days; illness; reported by self." This covers the date of reported absence, the payroll name, school, grade or subject, anticipated days of absence, reason for absence, and person reporting the emergency. Then Sally Smith can go to bed and forget her job long enough to get well.

This recording telephone service is in operation 24 hours a day. Calls coming in during the day thus do not clog the regular telephone lines, and are picked up and transcribed by the staff at times other than peak loads. Recorded calls coming in during the day which cannot conveniently be picked up during the day are transcribed by several clerks who stay on until nine o'clock in the evening; they also clear calls coming in during the early evening, and substitutes for many of the needs can be reached and assigned by nine o'clock, so that no further contacts with these will be necessary the following morning.

Two clerks come on duty at six o'clock in the morning to pick up and transcribe calls coming in during the night and continuing during the early morning hours. Thus, by eight o'clock in the morning, all absences contemplated during the day have been reported, transcribed, and substitutes reached and assigned in time to meet the opening of the morning sessions.

What Has Been Accomplished

A recording telephone costs slightly more than two cents an hour. This relieves a personnel clerk, paid two dollars an hour, and frees other telephone lines for usual business calls. Calls for substitutes and substitute assignments are now processed with approximately half the staff required for completely manual operations.

In Los Angeles, the assignment of day-to-day substitutes is no longer an emergency situation. Sally Smith's report is made easy for her, the work of the personnel office in assigning a substitute is minimized, the chances of getting the best substitute for the emergency is increased. Los Angeles owes these significant improvements to recording telephones, and feels they have applied a modern approach to an old problem. ■

Advice to school purchasing departments —

Test the Quality of Purchases ... and Save

GEORGE R. LARKE
Planning Analysis Division, Office of Architects and Engineers
University of California, Berkeley

Whether he buys goods for a manufacturer, producer, or other private concern, for Federal Government, state, city, or for the schools, the purchasing agent has the responsibility to strive to obtain the maximum ultimate value for each dollar of expenditure.

The buyer of educational supplies and equipment has, in addition to his economic responsibility to the taxpayer, the prime responsibility to purchase the best possible instructional supplies for the educational program. The tools that aid learning that best fit the needs of the pupils and the tools that are considered most adequate by the teachers who use them are the supplies and equipment that the purchasing department should strive to provide. Economy will generally result from purchasing practices that are keyed to support the educational program.

Buying and Selling Code

Economy does not mean buying by price, that is, by buying the offerings that have the lowest prices. The Buying and Selling Code for Schools which was co-sponsored by the Association of Public School Business Officials and other groups interested in good purchasing practice says, "If price becomes the only purchasing factor, producers will cut their costs by making poorer products. Remember the adage: "No one ever made anything so poor and sold it for so little, but that somebody could make it worse and sell it for less."

Buying goods that have a well-known name brand has been considered by some to be a sound purchasing practice. It is thought that after a good name is established, the buyer can purchase with blind confidence because the manufacturer who sells by name puts into his product all of his ingenuity and skill to keep it the very best of its kind. Perhaps on some brand names we can still rely, but other name brand companies must have been sold out to some of those who do a remarkably good job of making the goods worse in order to sell for less. This view is supported by a purchasing agent who wrote, "During the past four years we have tested 56 samples of wax and found only 18 water resistant. It seems that many jobbers will certify to anything if they think they can get an order."

Not so long ago a man could write to a mail order house and say, "send me a pair of medium-sized levis like those you sent me last year." He would receive in due time a similar pair of levis, double-stitched seams, riveted joints, and a pretty fair fit.

Today when a man wants to order a pair of work pants, he has to pore over page after page of pants made of cotton, orlon, dacron, nylon, fortified twill, roughshod drill, mountain cloth, sail cloth, duck cord, canvas, polished cotton, chino cloth, and denim. He has to know his waist line and the length of his inseam. He has to decide whether he wants tan or grey, black, white, navy, or faded blue. And then he has to make up his mind about the quality offered, "our good," "our better," or "our very best."

The catalog information will sometimes tell him the weight of the cloth, the thread count per square inch, that it is sanforized and will not shrink more than one per cent, that it is fade proof, vat dyed, wrinkle resistant and will drip dry tonight to wear tomorrow with little or no ironing.

Perhaps in time, perhaps already, the buyer will find performance test findings included in the catalog information, a statement that the garment has performed satisfactorily for 180 days of laboratory tested work wear.

Performance Specifications

Performance specifications rose in popularity after World War II when competition became keener. Manufacturers began to give the results of performance or use tests of their goods as a selling device. The public was told that a certain brand of tire had shown little wear after several thousand miles of country road travel carrying a certain weight. The gasoline economy test cross-country runs are expected to indicate the cost performance of automobiles under certain conditions. Gasoline advertisements show the representative of a testing laboratory explaining the results of his laboratory test that indicate that a particular gasoline advertised makes less smog because its air pollutants are almost all eliminated by its particular refinement.

Floor wax advertisers perform tests before your very eyes to show how a little gentle buffing renews the polish after the children have skated over the wax for several rainy housebound days.

With some recently purchased kitchen cabinets was a statement of qualifications indicating that the "hinges, strikes, and catches worked effectively over 60,000 times in the manufacturer's laboratory tests."

The inclusion of results of performance tests in the information about goods we buy is reassuring. In the United States, according to some reports, by 1950 over 200 national organizations had developed and published specifications that included tests as a basis of their buying on formal contracts. At that time their specifications for purchasing greatly outnumbered their selling standards and manufacturers and distributing corporations were said to be more intent on buying on specifications than in selling according to stated standards. When those manufacturers begin to make positive statements of standards and of the results the buyer can reasonably expect in the function of his purchases, statements that are backed by the manufacturers performance test laboratory, the American customer feels reassured, relaxed, comfortable in the knowledge that he is positively going to get that "maximum ultimate value for each dollar of expenditure."

That is a bright dream. Let us return to

*Based on a speech delivered by the author at 1959 Annual Convention of the California Association of Public School Business Officials in San Diego, Calif.

reality. A world where "Let the Buyer Beware" is still a useful warning. In educational supply purchasing, let us imagine that every one of the many manufacturers and distributors of the several hundred items that are purchased for schools, has accompanying its standard qualifications a statement of its performance at the manufacturer's test laboratory. It is still the responsibility of the purchasing agent to know how each item performs for him in relation to the terms of his specifications.

Standards of Quality

The city of Chicago states in an annual report, "In any government authority as in private enterprise where large quantities of goods and services are purchased, standards of quality must be created and enforced to insure that the purchaser obtains fair value for the monies paid out. The Testing and Inspection Division, operating under and responsible to the purchasing agent, must inspect and approve all items referred to them before the invoices can be paid. A single item may require several inspections and several tests, yet another may require but one. In each examination of a sample, the number of tests to be made is determined by the requirement of the specifications. Naturally, a percentage of the items inspected is rejected. Paradoxically, the percentage of rejected items is low, because the vendor, aware of the rigid standards of the city of Chicago, makes conscientious efforts to deliver acceptable commodities, equipment and services."

The foregoing statement to the effect that vendors, aware of testing and inspecting by their clients, are conscientious in their efforts to deliver acceptable goods is similar to the beliefs of purchasing agents and vendors who were interviewed a year or so ago. Vendors emphasized the necessity for them to be allowed to interview, demonstrate and test their goods for the purchasers. And one vendor expressed the opinion that the buyer must test also after receiving the supplies or, as he said, "You may find yourself with a product which is inferior to the sample."

Purchasing officials and vendors agreed that test methods included in written specifications helped improve buyer-seller relationships. Knowledge that tests would be made created what one purchasing agent termed a "psychological atmosphere." Another said, "I feel certain from our experience that vendors would be less careful in their offerings or delivery and they might take advantage of buyers in the absence of sample requirements and testing. We feel that spot samples and testing with rejection of bids that do not meet specifications is adequate to impress prospective vendors with the need to meet specifications throughout and follow through in delivery." The general conclusion may be stated as follows: reputable dealers welcome tests of their goods and accept the findings as a fair method for determining the material quality of supplies.

Testing sometimes evokes in the imagination a picture of vast buildings filled with complicated machinery, vats of chemicals, a staff of white jacketed analyst attendants, and the expenditure of enormous sums of money. Consider the uncomplicated approach to testing of one purchasing agent who said, "We carry out 'use' tests on as many products as possible. For instance, with paper towels, I wash my hands and face, then dry with the towel to be tested. If the towel breaks up or does not absorb water, or leaves lint on my beard, I don't buy it. On the other hand, if it does all these things satisfactorily, is packaged per my specifications, and if it fits my dispenser, I issue my purchase order. When the order is delivered, we spot-sample and retest."

Purchasing departments often utilize the users of the materials to make certain performance tests. In one school, athletic supplies and equipment were inspected weekly by the coaches and at the end of the season an exhibition was held in order to determine the supplies that gave the greatest wear.

Art Supplies Tested

Art supplies may be tested in the classroom or by the art teachers. One purchasing official reported that the teachers of the art department of his school carried out an eight hour test of supplies in order to obtain the "selection of the best grades per offer beyond conditions of specifications." Conditions of specifications are sometimes extensive, and may include several stated tests, both laboratory and use or performance tests. In the survey previously mentioned that was made of purchasing practices of large school districts serving populations of 100,000 or more, of the purchasing departments of the 48 states and the territories, and 100 colleges and universities, many reports indicated use of descriptive specifications supported by explanations of the tests that the supplies would be expected to pass. One school district's specification for floor wax contained ten test requirements; six laboratory tests, and four simple or performance tests. These tests were used to determine: required drying time, resistance to water, ease of spreading, film characteristics and leveling qualities, appearance before and after buffing, healing characteristics after abrasion, gloss quality, wearing, slipping and cleaning qualities. Results of such tests assured dollar saving and a higher quality of wax according to the purchasing agent who said: "Prior to eight years ago, the district purchased the cheapest wax, but since that time we have purchased wax based entirely upon the results of tests. We no longer pay any attention to the price as a purchasing issue. We buy the wax that best meets our specifications. Despite the increased growth of our district, we now purchase $800 to $1,000 less wax per year than formerly."

A committee that tested several mimeograph inks also emphasized the need for knowing the field performance of items. They explained a test for weighing ink before and after printing and stated: "Ink cannot be bought by the pound. It must be bought in terms of the number of copies that can be printed with a pound of ink."

Special Budgets Set Up

To some, testing procedures may suggest considerable effort as well as additional costs for any laboratory tests which may be required. How costly are commercial laboratory tests? Do school districts and other governmental purchasing departments set up special testing budgets?

It was found that approximately 20 per cent of the large school districts and state purchasing departments surveyed set up special budgets in order to test the quality of supplies and materials. Annual testing budgets ranged from $100 to $35,000 with estimated annual dollar volume of purchasing amounting to between $1,000,000 and $72,000,000. Costs of individual laboratory tests, like any service, depends on the type of test, type of material to be tested and other requirements. Generally they are not as expensive as one might judge, considering the useful type of information and the fact that by means of tests the desired quality of supplies can reasonably be assured. Costs of most tests were found to be less than $50 and in the range of between 2 per cent to 5 per cent of the amount of the purchase contract.

Eighty per cent of purchasing units surveyed planned no special funds in their budget for testing supplies and other materials. This does not mean that the greater number of purchasing departments of school districts do not carry out some form of inspection and tests. It simply means that they obtain necessary funds for tests as may be required for a special purchasing contract.

There are, however, several advantages to the purchasing department that has a budget set up to provide for testing services. First, a special budget for testing is positive evidence in the belief that such measures are an essential part of the purchasing program. A second point is that availability of funds for testing will help to provide that "psychological atmosphere" considered to be so essential in establishing good working relationships with the vendor; that is, vendors will come to realize that necessary tests will be taken from time to time to determine the qualities of their products. Finally, a budget for testing is justified on the basis that such an expenditure helps to guarantee the desired quality of merchandise thereby really assuring economical purchases. As a guide for planning, a testing budget one tenth of one per cent of the total annual volume of purchasing is recommended or, in other words, if your annual volume of purchase is $1,000,000 you would plan $1,000 annually in the testing budget. A minimum testing budget of $100 annually is also recommended.

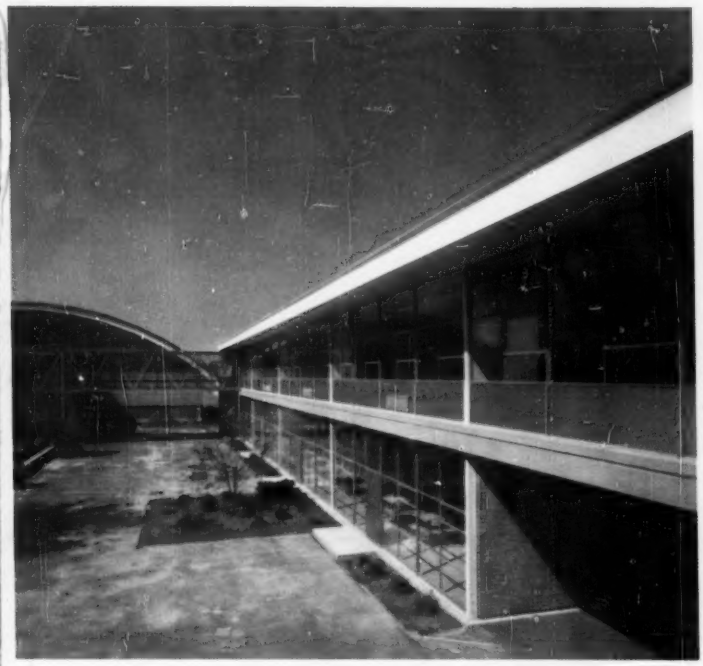
Many trees have fallen since those famous early school situations where the teacher sat at one end of the log and the pupil on the other. There was no need for purchasing departments in those days because the only equipment needed was that log. Today, as a result of our mechanical ingenuity, our free enterprise system, and our basic pleasure in trying to build a better mouse trap, our school purchasing departments have the opportunity to help select and buy the best of thousands of various items that are produced by hundreds of different manufacturers. What to select? Which to buy? Specify your needs, check your samples and, finally, TEST as may be required to insure that maximum ultimate value for each dollar of expenditure. ■

They don't build schools

Dracut High School, Dracut, Mass. Architect: Hugh Stubbins & Associates, Cambridge, Mass. General Contractor: Vara Construction Inc., Boston, Mass.
Panel Fabricator: Seaporcel Metals, Inc., Boston, Mass. Window Wall Contractor: Quincy Ornamental Iron Works, Boston, Mass.

In Dracut, Massachusetts, you'll see this striking example of modern school construction. This beautiful, low-cost high school is a steel window-wall building.

like they used to!



This is economical construction. The wall panels and windows are framed in steel mullions that form complete floor-to-ceiling units. These units are *factory assembled* and delivered ready to be set in place. Labor costs and construction time are cut to a minimum.

The panels consist of a porcelain-enameled steel sheet exterior, insulation, and zinc coated galvanized steel sheet backing. The panels are only one inch thick so there is more floor space inside the building. And because they are exceptionally strong and light, the builder was able to use a lighter, less expensive foundation.

This type of construction practically eliminates exterior maintenance. These walls will never have to be pointed or refinished. The porcelain-enameled steel has a hard, glass-like surface that will always look bright and new with just an occasional wash.

This modern, low-cost way to build deserves *your* special attention. For more information about steel window walls, write to United States Steel, 525 William Penn Place, Pittsburgh 30, Penna.

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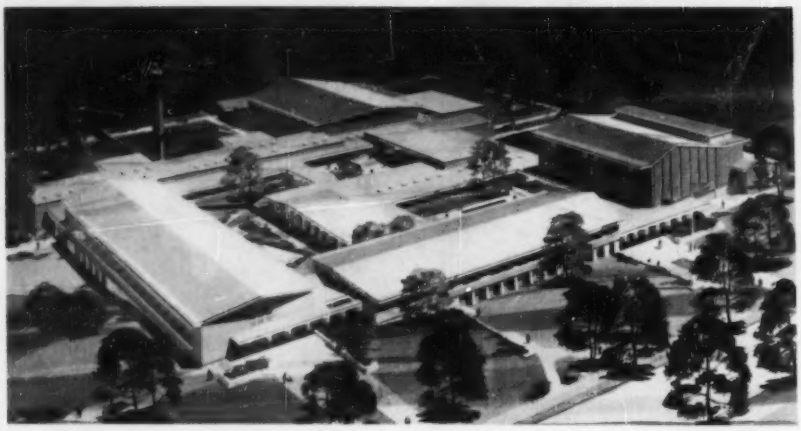
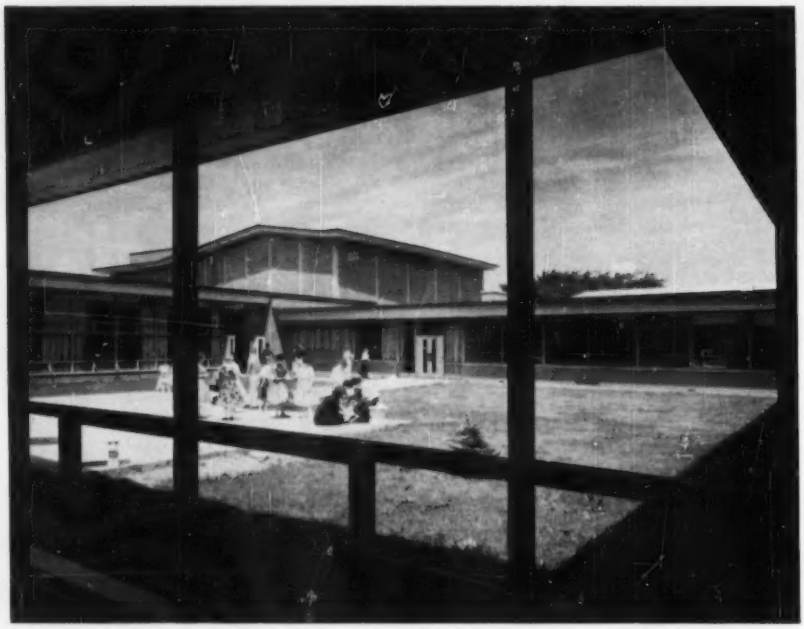
USS Structural Steel • USS Window Sections

USS United States Steel

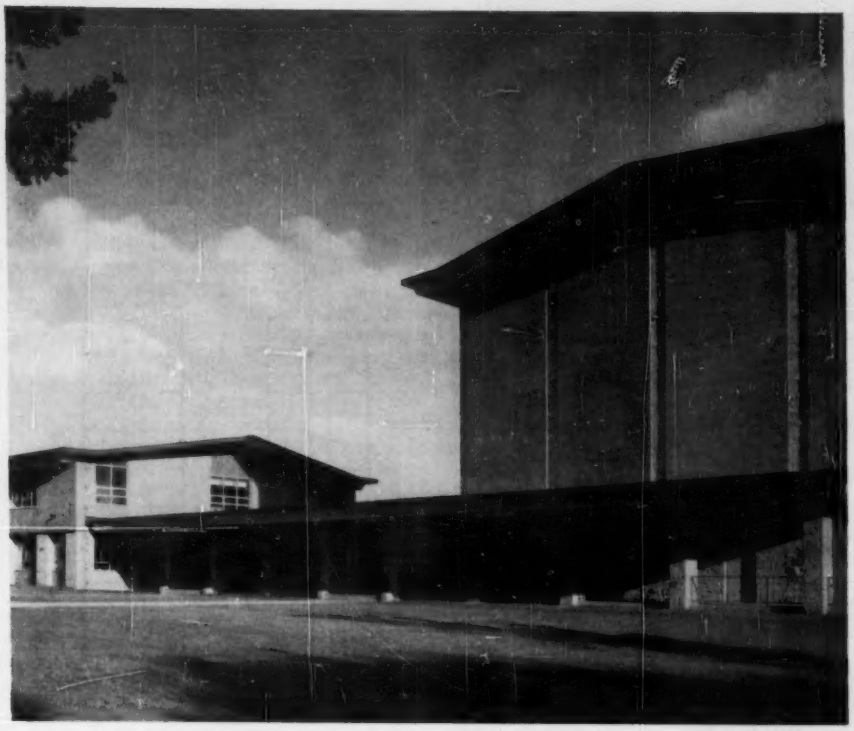




Top: an architects view of East High School in Aurora.

Middle: a view of a paved area that can be used for such activities as outdoor art, square dancing, etc.

Bottom: a diagonal view of a typical court area, this off the auditorium corridor.



— Hedrich-Blessing

Front view of the exterior of East High School in Aurora, Illinois. Architects were Perkins & Will of Chicago. Superintendent of schools during construction was Dr. John W. Gates. At present, the superintendent is Norman S. Green.

Aurora Builds for Today and Tomorrow

BEN E. GRAVES
Perkins & Will, Chicago, Ill.

What was once considered a long dream in the minds of those concerned with the education of Aurora, Illinois' future citizens, became a reality in September, 1957, the opening date of the community's new East High School.

From the beginning, the faculty played an important role in developing the plans for the school. Dr. John W. Gates, who was superintendent of Aurora Eastside schools through the entire planning and construction periods, guided his teaching staff in developing the program of requirements for an ideal school plant to meet the varied interests, abilities, and needs of Aurora's most priceless assets, her young people.

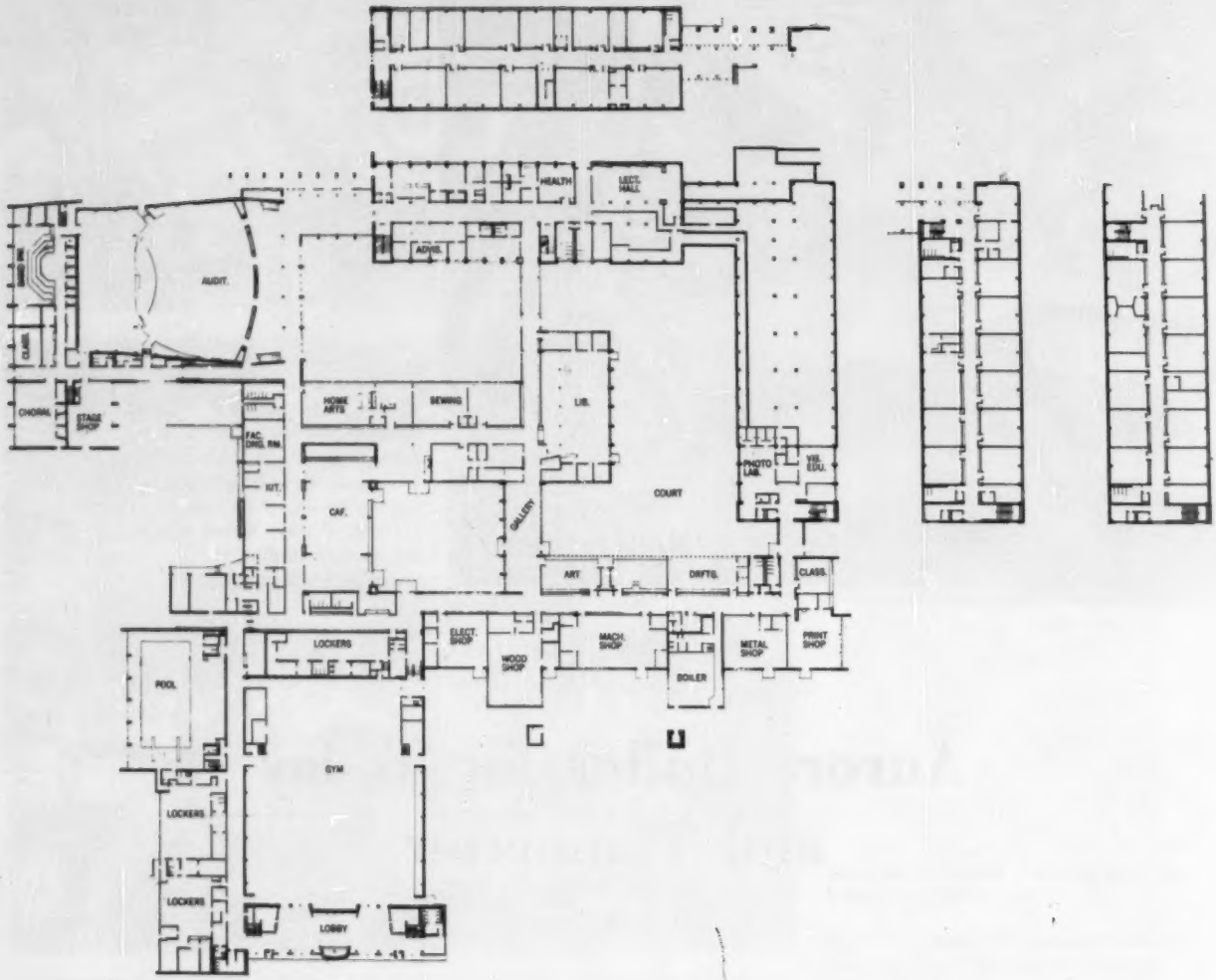
With these thoughts in mind, the school's architects were engaged to design a school building that would provide maximum opportunities for those educational experiences and at the same time be attractive, economical, and easy to maintain.

This "second home" for some 2000 Aurora teen-agers, is one of the largest and most complete high school plants in the Midwest. The new building replaces the more than 40-year-old original East high school structure, which is now used for junior high school classes.

Occupying 261,000 square feet on a 25-acre sloping site, the six-building unit is built around three landscaped courts. An athletic field is included on this tract, and additional recreational space is located on 43 acres adjoining the new John W. Gates elementary school.

Classroom Layout

Whether a student is planning to go on



to college or to enter the business world, East's comprehensive educational program is designed to fulfill the desired goal.

A distinctive characteristic of the school's layout is its grouping of similar and related courses of study in individual buildings.

For example, a student preparing for college, possibly, would spend the greater part of his high school experience in the tri-story wing housing 22 general academic classrooms. An illustration of grouping in this building is the English department including classrooms, as well as a journalism laboratory and newspaper office, rooms specially designed for public speaking and dramatics, and the department's own faculty office and conference room.

In programming the school building many special features were included, among which is the language department, also in this wing, equipped with tape recorders in individual listening-practice booths.

Taking advantage of the land's natural slope, this particular wing sets back into the hill. The resulting below ground level includes an impressive photography department complete with classroom, laboratory, studio, and six darkrooms. In keeping with the related subjects theme, a visual education equipment and viewing room is located next to the photography department. The remaining excavated area of this level has been developed as an indoor practice running track.

Students planning to enter the business world would be most interested in the buildings housing shops and business education courses.

Eleven business education rooms are lo-

cated on the second floor of the multi-story structure west of the academic classroom building. Also housed on this level are four science laboratories.

On the first floor of this wing is the administrative center including general office, private offices for the principal and deans of boys and girls, a suite of guidance conference rooms, and a faculty lounge. Completing this building unit is a health suite with nurse's office, classroom and rest rooms; and a lecture room with seating for some 200.

The industrial arts department, which includes printing, metals, machine, wood and electrical shops, drafting room and an industrial arts classroom and the art department, consisting of two art and arts and crafts rooms occupy a single-story wing connected to the southwest corner of the three-story classroom building.

There is a special area equipped with four home-economics laboratories located in the central building unit, opening onto one of the three interior courts.

Analysis of these building plans shows that the rooms are individualized for particular types of instruction. It is also important to note that each department of the school has its own office and rooms for private conferences.

Center of Activity

Student activity pivots around three centrally located courts and the areas opening to them. These courts, designed for a variety of uses, are a special attraction of the architecture. At a future date, one court will serve as an outdoor little theater making use of risers and a simple stage. Another is paved to be used for square dancing and similar events. The third can be used as an outdoor classroom.

The heart of the new plant is the library. Located away from street noises and exposed to generous amounts of light, it has seating for 150 students, conference rooms, periodical room, librarian's office and workrooms and teachers' reference room.

The dining area, also on a court, accommodates 600 students at one time, and can be divided into three rooms for study hall purposes. This space can be utilized for study halls up to the last possible minute before meal time, because the kitchen and serving lines are across a corridor, and may be completely sealed off by doors from distracting noises. The faculty has its own dining room away from the cafeteria. A lounge complete with a fireplace provides a relaxing spot for students to mingle before and after lunch and for student committee meetings.

Adjacent to the cafeteria court, and forming the connection between the library and the industrial arts and art departments, is a wide, corridor-gallery in which student work is displayed and where outside exhibits can be brought in for educational purposes.

Still another unique feature of the court area is a student book store and bank. The

Glass and stone combine to create a pleasant atmosphere in the school library. Metal hanging ceiling fixtures, matching wall brackets and recessed lighting supplement the natural outdoor brightness.

One of the art rooms, equipped with stainless steel sinks, formica counters and built-in cabinets and open shelving for supplies. Each work table accommodates four students.

The two-section home arts room is in a single-story wing overlooking a court. One part of the room is for demonstration purposes and the other is a work area.

latter handles the financial affairs of all student organizations independent of the main administration. The book store affords students firsthand merchandising experience, and is actually connected to a classroom equipped for this type of business education.

Educational planning also provided a special driver training room. It employs a unique garage complete with automobile and spectator arrangement permitting students to have an illustrated lecture. Opening up to a service court, it is possible for students to drive the car directly out of the room.

Special Facilities

Ideally located away from the main classroom areas are the auditorium wing and physical education department. The auditorium has a seating capacity of 2000. Its size lends itself to community activities as well as student functions. Its fully equipped stage measures 100 feet by 40 feet with a 60 foot proscenium. The auditorium also has a stage shop and dressing and wardrobe facilities.

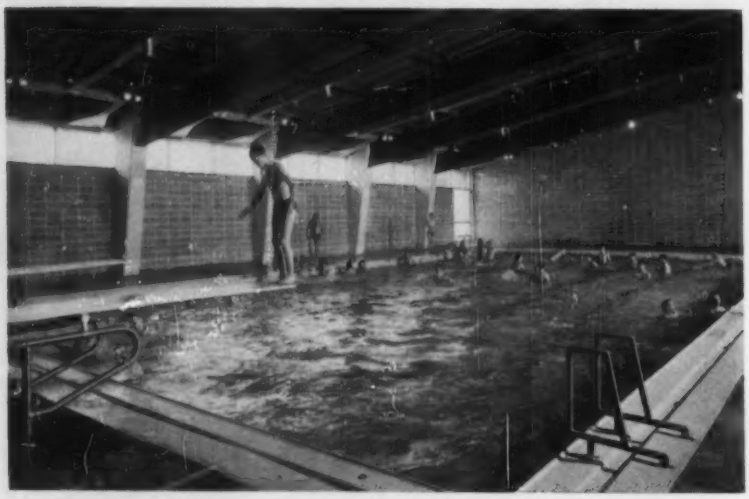
West of the auditorium is the music department with instrumental and choral rooms, classroom, library, and numerous practice rooms. It is so located to avoid disturbance of the quiet classroom areas.

Completing the six-building unit is the physical education wing, with a boys' gymnasium, large enough to house two full-size basketball courts. The girls' gymnasium is at a higher level than the boys.' It is a functional area which can be opened up to double as a stage or for seating to view activities in the boys' gym. Bleacher seating can accommodate some 4200 spectators. Shower and locker rooms provide facilities for approximately 1000 students each and are so arranged that they serve the swimming pool area as well. The natatorium has six lanes and is 36 feet by 75 feet. It has a mezzanine for instruction and spectator seating.

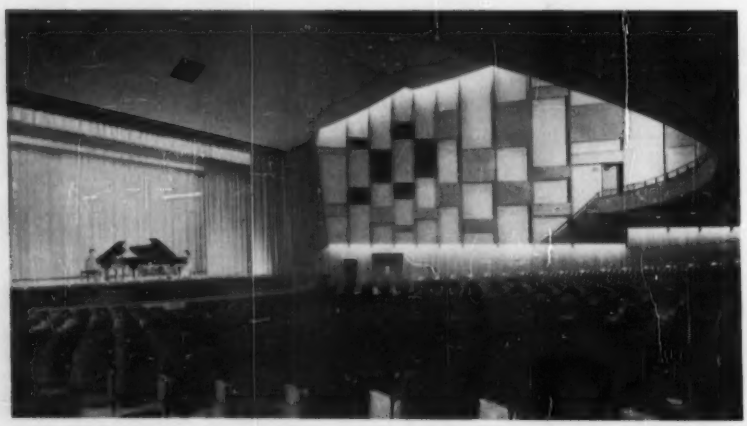
The auditorium and physical education wing have separate parking facilities. The auditorium's parking is to the north, and that of the recreational area to the south.

While the auditorium and physical education building are detached from classroom areas, they are linked to each other by the cafeteria. There are numerous advantages to this arrangement:

1. A performance or large meeting, for example, can be held in the auditorium, while a basketball game can be played in the gym, and simultaneously students can be attending classes or studying in the cafeteria.
2. Visitors can come and go without entering classroom areas.
3. Parking areas are related to the portions of the building housing public assembly functions.
4. Accessibility to the kitchen prevents interference to instruction.
5. Traffic (internal and external) confusion is eliminated.



The swimming pool is located in the physical education wing of the six-building educational unit. Not shown in the photograph is a balcony for instruction and spectator seating.



The auditorium with a seating capacity of 2,000, has a professionally equipped stage, a shop, and dressing and wardrobe facilities. An interior wall of various-colored panels adds interest.

Safety, Beauty, Economy

In general, the single-story units are lightweight steel construction for its economical and incombustible properties.

The multi-story units are fire resistant, reinforced concrete structures. For sound control, an acoustical tile ceiling is suspended below bar joists.

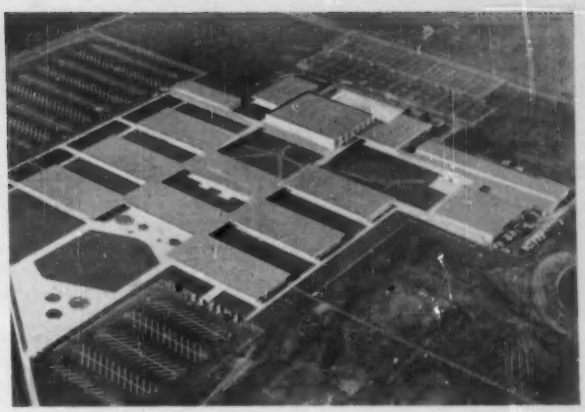
Among the physical plant's safety features are its enclosed stairways, and direct ground-level entrances to each floor of the multi-story units. This allows students to move in and out of the building rapidly.

Face brick and Lannon stone combine with generous use of glass to create a pleasant, eye-catching appearance. Plastic sky domes make shop areas lighter and safer. Glass paneling above lockers, display cases, and tack boards illuminate corridors and relieve a tunnel-like effect. The overhanging roof shades classrooms and at the same time adds beauty to the building.

All classrooms are supplied with unit ventilators with the cafeteria, library, gyms, swimming pool, and auditorium mechanically ventilated by separate systems. A public-address system, originating from the principal's office, is so arranged that one can speak to all classrooms at one time or to any one classroom as desired.

The cost of East High School is about $5 million (including equipment, furnishings, and site development). Construction was financed by a $4½ million bond issue, with the remaining funds being drawn from current income, interest on government securities, and a gift. ■

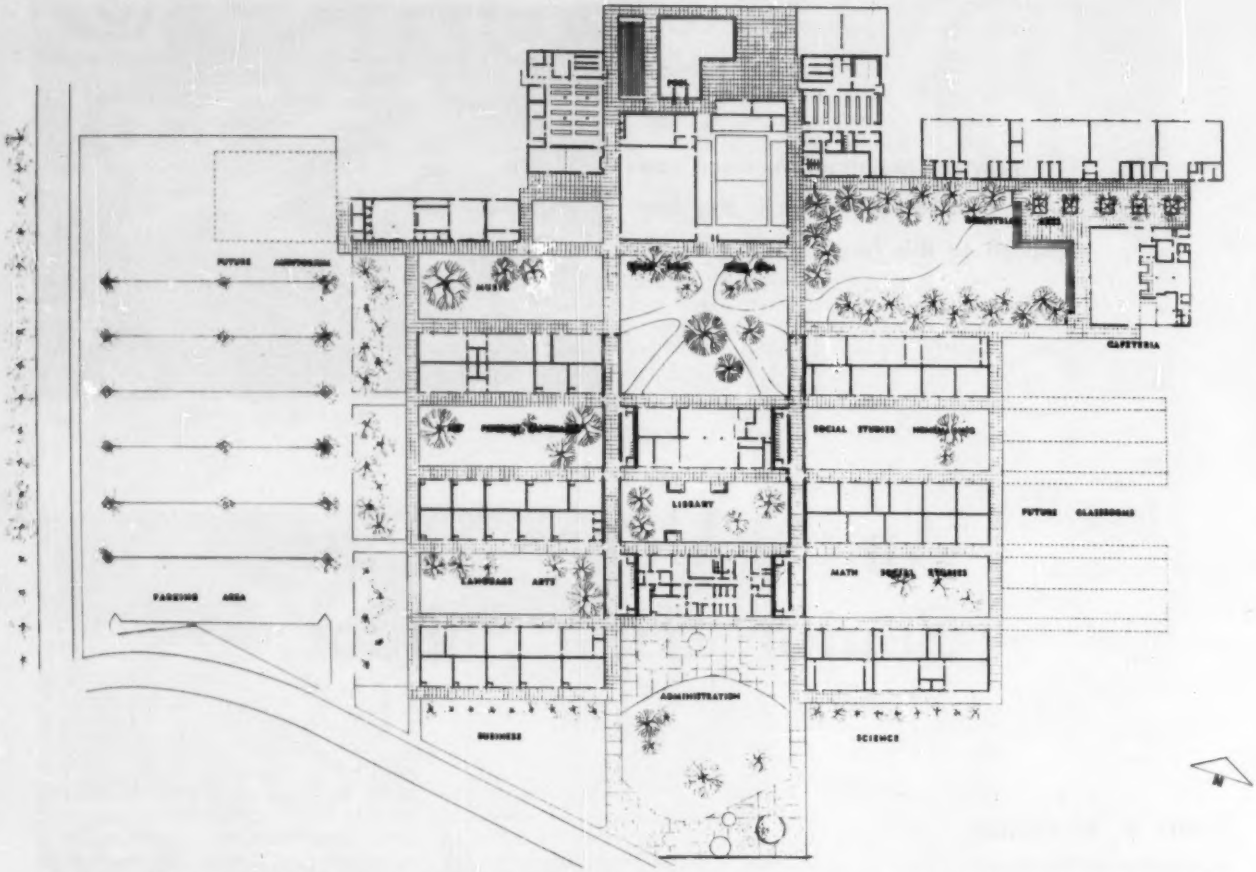
Fourteen buildings in three rows without corridors is the fresh approach to this large urban school —



Amos Alonzo Stagg Senior High School

JOHN W. ADAMSON
Administrative Assistant,
Stockton, Calif.,
Unified School District

More than 2000 students moved into Stockton Unified School District's new Amos Alonzo Stagg Senior High School on February 2, 1959, culminating over five years of planning and construction. In this rapidly growing California city, where the school enrollment has increased by 16,797 pupils since the 1943–44 school year, Stagg is the 20th new school to be built during the past 15 years. This, the district's third senior high school, was named for one of Stockton's most distinguished and beloved citizens, the former coach at the University of Chicago and at the College of the Pacific, known throughout the nation as the "Grand Old Man of Football."



Floor plan of Amos Alonzo Stagg High school in Stockton, California. Architects were John Carl Warnecke & Associates of San Francisco. Superintendent of the Unified School District in Stockton is Nolan D. Pulliam.

As early as 1953 the administrative staff and the board of education foresaw the need for another senior high school. Soon after this, the board allocated funds for a site and employed Stanford University consultants to make a study of the distribution of high-school-age students for the purpose of determining the best location for the new school.

The problem of site selection was complicated by the fact that a natural barrier, the Calaveras River, lay between the area in which most of the students lived who would be served by the school and the nearest site of adequate size. After a thorough study of the problem, however, the consultants recommended a site beyond this natural barrier. In December, 1954, the board of education authorized purchase of a 40-acre site. Subsequent purchases increased the size to approximately 60 acres. The city of Stockton provided access to the site by constructing a combined pedestrian and vehicular bridge across the river.

Another problem faced by the district, growing at the rate of almost 1000 pupils each year, was that of financing needed school construction. This problem was solved on December 7, 1954, when the voters of the school district approved a $7,750,000 bond issue, thus providing funds for the senior high school, two junior high schools, and additions at the elementary level.

Before an architect was named for the new senior high school, staff members and teacher committees visited several recently constructed high schools in California to make detailed studies of them. For each of the subject areas a teacher committee was organized to make recommendations concerning curriculum, space requirements, layout of rooms, furniture and equipment, relationship to other areas, utilities, and storage. The committees were assisted in developing the more than 300 pages of detailed educational specifications by Professor William R. Odell and Professor James D. MacConnell of Stanford University. Only after this preliminary planning had been done was an architect employed for the project. On April 19, 1955, the board of education selected the architects to develop plans and specifications for the Amos Alonzo Stagg Senior High School.

Almost two years were required to complete plans and working drawings. In February, 1957, a contract in the amount of $2,577,503 was awarded for the construction of the school. Another two years passed before it was finished.

The Structures

Fourteen one-story structures make up Stagg Senior High School. Included in these buildings are 40 regular classrooms, six science rooms, four art rooms, three music rooms, four shops, and three rooms for physical education. Other facilities are boys' and girls' gymnasiums, shower and locker rooms, administration building, library, cafeteria, and swimming pool.

The classroom complex consists of three rows of buildings separated by open courts of the same size and shape. Linking these eight buildings together are two enclosed corridors which run at right angles to the rows of buildings. These corridors serve as the major traffic arterials of the school and also as a place for book lockers. In the

center row, located between the two corridors, are the administration building and the library. Classroom buildings, three on each side, flank this center section.

North of the classroom complex are located the music building, physical education facilities, shops, and the cafeteria. These buildings, arranged in the form of the letter "L," face the central courtyard. The music building contains special classrooms for vocal and instrumental instruction, including a large band and orchestra room. The gymnasium has facilities for boys' and girls' physical education activities. The boys' section has permanent seating for 800 spectators for athletic events and is also used for school assemblies. Joining the gymnasium but in separate buildings are shower and locker rooms. An outdoor swimming pool is in an enclosed area north of the gymnasium building. The industrial arts building has four shops and a mechanical drawing classroom. The main dining area of the cafeteria has room for 500 students, an adjacent dining pavilion seats 200 more students, and a special room for faculty members has also been provided.

Certainly the most colorful among the many features of the new school are the porcelain enamel panels on the sides of the classroom buildings and cafeteria. These colors — turquoise, green, tan, yellow, and red — bring life to the structures and add interest to the several open courts and central courtyard. The predominant color is turquoise, which has been placed on panels of the three buildings along the south side and upon the side screens shielding the entrances to the locker rooms on the north. This color harmonizes not only with the desert sand color on the four walls of the gymnasium but also with the yellow panels on the music building, the tan on the industrial arts building, and the green on the cafeteria.

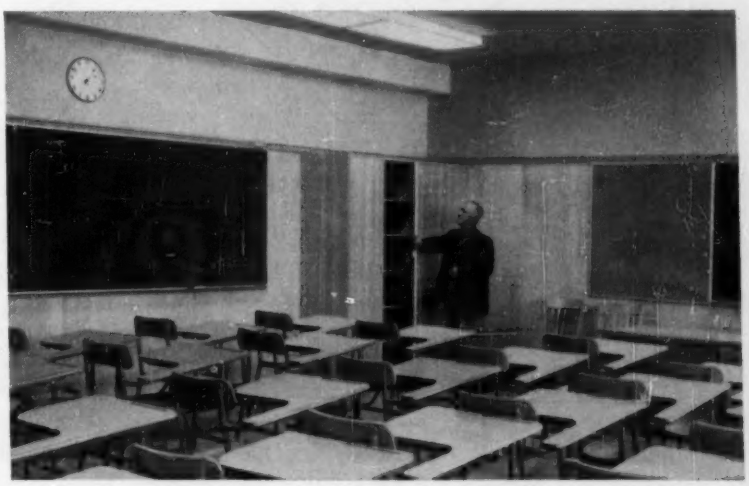
Total Cost

Total cost of Stagg High School, built to accommodate 2000 students was approximately $3,300,000, or $1,650 per student. The square foot cost of construction, including site development and some landscaping, was only $11.46. This is about $6.50 per square foot below the average cost of other senior high schools now being built in Northern California. A few of the design factors which contributed to the economy of construction are listed below:

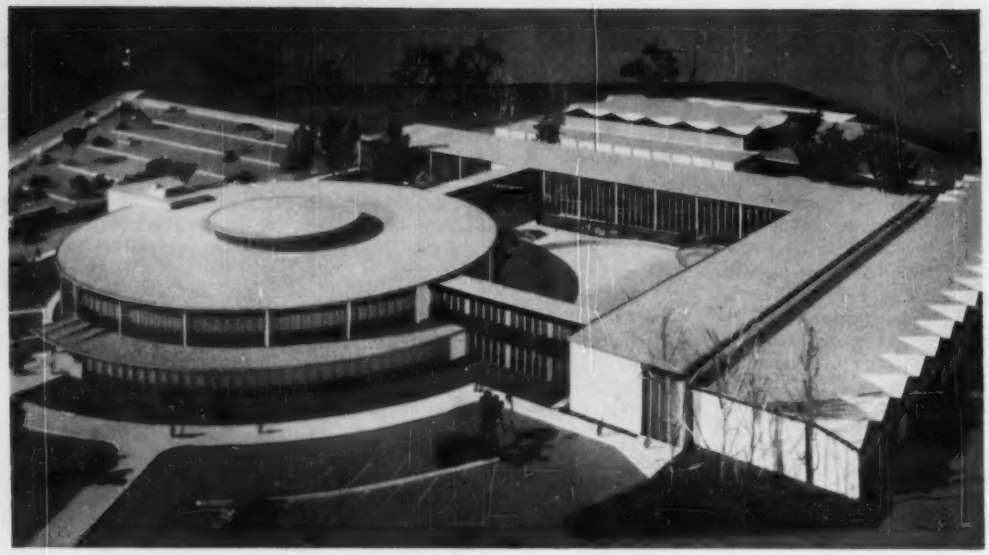
1. All buildings with the exception of the gymnasium are of steel frame and stucco construction.
2. Classrooms have been placed back to back, thus eliminating expensive interior corridors.
3. The classroom wings are identical in size and shape but have variations in nonbearing partitioning to fit educational needs.
4. Each classroom has an individual gas furnace, which can also be operated as a ventilating unit. This is much less expensive than a central heating plant would have been.
5. The buildings were designed with four and 16 foot modules, thus simplifying construction and making it possible to use stock material lengths and widths.
6. Covered walkways were reduced to simplest architectural terms — wood plank roof spanning between light steel beams on pipe columns.
7. The floors on all buildings with the exception of the gymnasium are asphalt tile finish on concrete slabs. The gymnasium has a maple spring floor.
8. The roofs are wood joint with built-up tar and gravel.
9. Classroom walls have plywood over insulation board up to seven feet with gypsum board above. The ceilings have acoustical tile.

Although built economically, the Amos Alonzo Stagg Senior High School is a most attractive and functional school. It is located in a developing residential district and its one-story, rectangular structures with their flat roofs blend into the level countryside and relate to the shape of the houses on neighboring streets.

Fortunately, an open plan was followed in the construction of Stagg. Enrollment is expected to exceed the capacity of the school this year by approximately 140 students. Portable classrooms will be added until it has been determined whether permanent additions will be made at the school or a fourth senior high school planned for the school district. ■

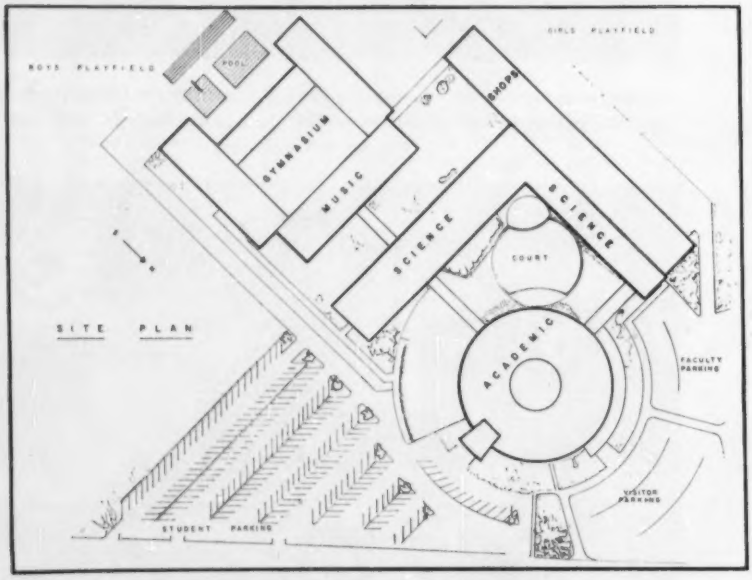


Above, one corner of the main reading room in the library. Below, a typical classroom with plywood walls, storage cupboards, and acoustical tile on the ceilings.



An economical circular design —

The Pacific High School



Above is the floor plan of the circular school, built by architects Schmidts, Hardman & Wong of Berkeley, California. Superintendent of the San Leandro School district is Clarence Burrell.

Pacific High School, San Leandro, Calif., is the first high school in the west to make extensive use of a circular design. Although a distinct departure from the conventional rectangular building, all features in the school are economically and functionally justified.

A circular building such as Pacific High School offers savings in floor area, perimeter, foundations, exterior walls; requires fewer windows, less roof area; yet presents no sacrifice in the long-range function this building is intended to perform. Some of the cost savings are as follows:

Floor area — rectangular shape, 61,687 sq. ft.; circular shape, 60,976 sq. ft.; saving, 711 sq. ft. at $15 is $10,600. Perimeter foundations — rectangular shape, 1024 lin. ft.; circular shape, 594 lin. ft.; saving, 430 lin. ft. at $10 is $4,300. Exterior walls — rectangular shape, 26,753 sq. ft.; circular shape, 14,915 sq.. ft.; saving, 11,838 sq. ft. at $1.75 is $20,000. Additional windows for a rectangular building, $7,000. Roof area — rectangular shape, 39,690 sq. ft.; circular shape, 31,738 sq. ft.; saving, 7952 sq. ft. at $2.50 is $20,000. Total saving: $62,000.

Added to this is an estimated saving of approximately 20 per cent in mechanical and electrical equipment. Savings in general mechanical operation costs have been estimated at approximately 13 per cent.

The two structural advantages peculiar to this building are (1) the natural concentration of floor beams under the library, where extra strength is always needed to carry book stacks, and (2) a circular shape building provides an opportunity to use a reinforced concrete thin-shell dome over the library, where a 65-ft. clear span is called for. ■

In Scottsdale, Ariz., they saved through —

Well-Planned Cafeteria Seating Equipment

Where can you save $800 a year these days of high costs, especially in one phase of a school's operation?

In the Scottsdale School District of Arizona it was the choice of proper cafeteria seating equipment that is accounting for this sizable dollar saving. But it is also accounting for economy in space which has become nearly synonymous with money in the current school enrollment boom.

When the growth of your district has given rise to seven new schools during an eight-year span and enrollment increases of 33 per cent annually — as was the case at Scottsdale — such economy can be particularly important. And when the thrift factor dovetails with other desired benefits, a school district can be pleased with its choice.

"We feel that our district is typical of the Arizona school story in that our growth has been phenomenal," according to George Merrill, business manager of the Scottsdale district. Like its metropolitan counterpart, Phoenix, the Scottsdale district is experiencing an unprecedented growth.

In 1950 this district embodied strictly a rural area, encompassing one small high school and an elementary school. Today the district — embracing 86 square miles in the northeastern section of metropolitan Phoenix — operates a large high school and eight elementary schools with enrollment totals of 1850 and 6600 respectively.

But this does not appear to be the end of the expansion. School officials anticipate that within five years the district's classroom population will range between a staggering 25,000 and 30,000.

Saves Time and Money

With these growth statistics in mind, it is not difficult to imagine Scottsdale's interest in saving time, money and space, all of which are represented in the district's use of multi-purpose rooms and the proper equipment to implement them.

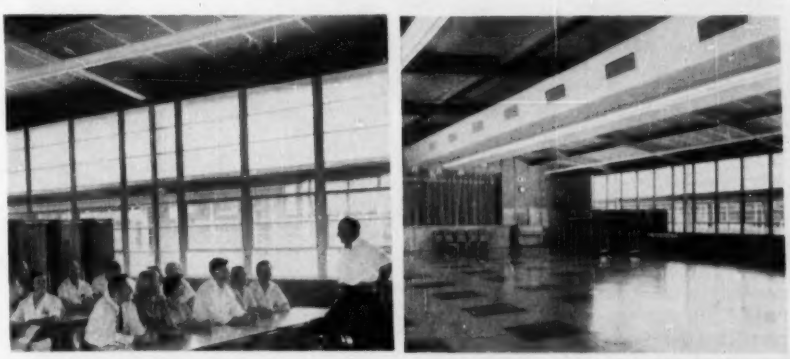
Cafeterias of two of the schools — the Tonto and Kiva schools — are model multi-purpose rooms in that their table seating equipment is of the portable folding variety that has been so successful in allowing efficient conversion of an area for more than one purpose. Two schools recently constructed — the Tonalea and Kaibab schools — will also be equipped with these same tables.

The Kiva School is typical of Scottsdale's elementary schools. A year old and with a student body of 800 it is a modern, well designed structure tailored to the educational needs of today.

Kiva's multi-purpose room is basically a cafeteria, although it doubles as an auditorium, assembly and practice room, and as a community center for various social functions. Fifteen 12-foot table and bench combinations equip the 50 by 75-foot room, providing a seating capacity for 240 students. To accommodate this same number of students with equipment used in the older build-

— Sico Manufacturing Co.

An orderly, spacious appearance is maintained through Scottsdale School District's use of portable folding table and bench combinations for cafeteria seating.



Left, the multi-purpose quality of Kiva's cafeteria is indicated by this meeting of teachers and cafeteria staff members. Right, unused tables can be rolled to the perimeter of the room.

ings, Mr. Merrill figures it would take 40 tables and 240 folding chairs.

This is where the annual savings of approximately $800 is realized, for with fewer pieces of equipment and the folding portability of the table-bench units the cafeteria can be cleaned and straightened after a lunch period in about an hour, less than half the time it takes with the other equipment, which is still used in the older schools. Merely to clear the room of tables, converting it for another purpose, one custodian requires only 15 to 20 minutes.

"The principal advantage lies in the saving of time (thereby money) of custodial help," Mr. Merrill claims. "In fact, we expect the equipment to pay for itself in another year."

Approximately 600 children eat their lunch at the Kiva School during a daily two-hour span. An average of 16 pupils sit at each table, and their use of trays automatically spaces them comfortably on the benches.

Fixed Dimension Saves Time

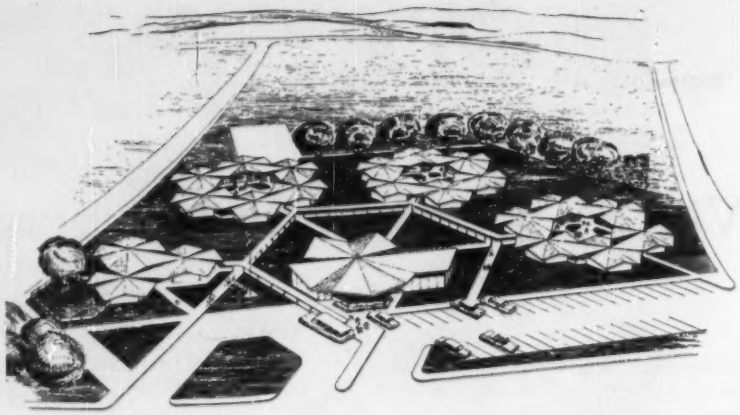
"With fixed dimension seating made possible by the modular units we now employ," Mr. Merrill adds, "space as well as time is saved."

About one-third the floor space occupied by the other equipment (folding tables and folding chairs) is saved with our use of table-bench units, the business manager explains. By adding six more tables to the cafeterias (the present plan), which is possible at both the Kiva and Tonto Schools, 96 more students could be accommodated at one sitting.

Storage problems are also lessened by the presence of fewer pieces of equipment. At Kiva, the 15 tables are generally stored in an adjoining room, although they are often wheeled to the perimeter of the glass-walled cafeteria until required for use. When folded upright, each table occupies only 8¼ square feet of floor space.

Students are not the only ones who make use of Kiva's attractive multipurpose room and the versatile seating equipment. Parents, staff members, and other adults who gather at the school for dinners, social gatherings, and meetings find the installation to their liking. Removable benches, an exclusive feature of this equipment, permit the use of chairs with the tables at dinners and other functions where lengthy sitting is likely.

"Coloring of the tables and their modern design blend well with the school's architecture to add a feeling of prestige to the room," Mr. Merrill adds, "while the openness and spaciousness permitted by fewer tables adds to the feeling of freedom." All these effects coincide with the school district's attempt at the "casual" in the physical aspects of its educational plants. ■



Solving a hill site problem —

Hexagonal Classrooms in Clusters

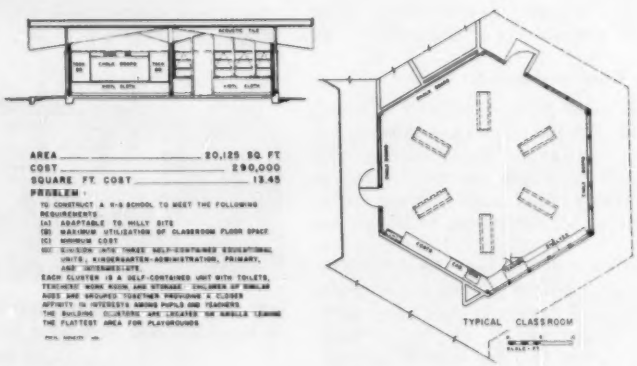
Northridge Elementary School in Orangevale Union School District, Petaluma, California, is uniquely constructed with classrooms grouped in clusters of six which surround a central court, two kindergartens with a common play area, and an administration unit. Each cluster is a self-contained unit with teachers' workrooms, storage space, and rest rooms. A modified school within a school results by housing the primary grades (grades 1–3) in one cluster and the intermediate (4–6) in the other.

Hexagonal-shaped classrooms achieve maximum utilization of floor space since dead corners are avoided. This was the solution to obtaining more usable area with the standard amount of square footage as in a square or rectangular classroom.

Each room has windows on four of the six sides which permit a wide distribution of light and air. All other areas are chalk board, tack board, cabinets, or vinyl cloth covering a pinning surface. All wall areas then are functional.

To achieve a maximum economy in a completely state-aided project a single structural component was developed to frame each classroom. This consists of a system of steel bents of identical size and shape which form the classroom shell.

Superintendent of Schools in Petaluma is William R. Manning. Architects were Barovetto & Thomas of Sacramento, California.



Theme of the 1959 ASBO convention —

How Business Management Improves Education

Through an astutely planned program of topics and speakers, the 45th convention of the Association of School Business Officials of the United States and Canada indicated successfully how "Business Management Improves Education" — the theme of the meeting. The convention and exhibit were held October 11–15 at the Hotel Fontainebleau, Miami Beach, Florida.

The Main Speakers

At the three general sessions of the meeting, ASBO conventioneers were treated to a wide variety of experiences, in that they were:

1. *Informed* by Allan H. Mogenson, dynamic apostle of the theory and practice of work simplification.

Mr. Mogenson premised his remarks concerning this modern movement in management by stating that school business officials have more problems than ever before. "Why? Because the very size . . . of the operation has increased so greatly and because the attitude of the people in schools, as in all institutions, has changed. While there was an element of dedication to their work previously, our institutional employees now reflect the ATHWI (Aw, the hell with it!) attitude" which is mushrooming throughout employment in our country.

As an avenue toward achieving a better attitude, the school business manager, according to Mogenson, must understand how he manages — not by fear, force, or authority (as in "the good old days") but by persuasion or reason, rewards or incentives, or satisfaction. With this more enlightened attitude, a work simplification program — an organized application of common sense to find easier, more effective ways of work — can be put into operation.

The most critical area in this movement to simplify is paperwork: "We must stop burrowing ourselves in paperwork. . . . The most valuable and, unfortunately, the least widely used piece of office equipment is the wastepaper basket."

The vital question in eliminating superfluous paperwork is: "What would happen if it were done?"

2. *Entertained* by Jeff Williams, "Oklahoma's Ambassador of Good Will," "Sage of the Plains," "Philosopher of the West," whose speech was titled "Worry, But Don't Go Nuts" — an appropriate admonition for school people today.

Mr. Williams was so enthralled by the assemblage of all the school business officials — a manifestation, he believed, of a movement "to intensify efforts to serve a common cause" — that his observations on the world bubbled over with an array of anecdotes, jokes, and stories. His advice included "Don't lose your faith. . . . Keep love in your heart. . . . Sometimes you're up and sometimes you're down: hold on. . . . Civilization is going to come out all right!"

3. *Enlightened* by John Fisher, executive director of the Canadian Tourist Association, "Goodwill Ambassador for Canada," who talked easily and amicably about what is obviously his favorite topic, Cananada. Since the 1961 convention is slated for Toronto's Royal York Hotel, his comments were specially suitable.

The economic development of our neighbors to the north is certainly an enthralling subject and Mr. Fisher highlighted this development professionally.

The Discussion Sessions

As always, the "meat" of the convention was packed into the schedule of discussion sessions and this convention's program was solid.

Nineteen different meetings, in addition to the popular "Clinic," on contemporary touches to standard themes indicated concretely how business management must adjust their aims and techniques to meet the needs of today's educational program. More than 100 speakers and panelists pointed up new problems in fire safety, liability, school plant quality, state insurance protection,

(Concluded on page 48)

President Muir

President-Elect Wilson

The annual past presidents' luncheon

WORD FROM WASHINGTON

The Golden Anniversary of the White House Conferences on Children

ELAINE EXTON

For the sixth time in 50 years, a White House Conference on Children and Youth will convene in the nation's capital in 1960 at the call of a United States President.

The Golden Anniversary Conference to be held in Washington, D. C., March 27 to April 2, 1960, as described by U. S. Children's Bureau Chief Katherine Oettinger, will provide "a new, vital springboard into the exciting decade ahead . . . (one) which will add new dimensions to programs which serve children in all phases of their growing process — in the schools, on the playgrounds, through the churches, in the families — in every phase of community life."

Earlier Meetings

If there is one constant thread woven through all the rich history of these White House Conferences, Mrs. Oettinger considers it is the importance of family life for every child. This has been expressed differently, but always reiterated in every Conference, she says, since the first one in 1909 affirmed: "Home life is the highest and finest product of civilization. It is the great molding force of mind and character. Children should not be deprived of it except for urgent and compelling reasons."

Calling attention to some other similarities of these meetings, Mrs. Oettinger explains: "Each of these past conferences was a beginning — not an ending. Each was concerned with some problem of importance to its times. Each assessed the needs of youth and set forth platforms of purpose which were goals toward which thousands worked together for the next decade. Each has made some contribution to the welfare of children which has had a lasting effect."

Viewing the symbol of the Golden Anniversary White House Conference on Children and Youth are, left to right: Mrs. Berne S. Jacobsen of Seattle, Chairman of the Interpretation Committee; Mrs. Rollin Brown of Los Angeles, National Chairman of the Conference; and Mrs. Katherine B. Oettinger, Chief of the Children's Bureau and Secretary of the President's Committee.

Some Past Achievements

The 1909 Conference on the Care of Dependent Children, for example, led to the creation of the U. S. Children's Bureau in 1912, and, a few years later, its recommendation for a voluntary national civic welfare agency was realized with the founding of the Child Welfare League of America.

The White House Conference on Child Welfare Standards (1919) staked out minimum standards for safeguarding the health and welfare of mothers and children. Its findings concerning the protection of maternity and infancy greatly influenced the first federal grants-in-aid program to the states for this purpose culminating in the passage of the Sheppard-Towner Act of 1921 which remained in effect until mid-1929.

Out of the White House Conference on Child Health and Protection (1930) came notable advances in pediatrics and pediatric education, including the establishment of the American Academy of Pediatrics, and a basis for the children's measures under the Social Security Act (1935).

The 1960 Theme

The activities of the 1960 White House Conference, like its predecessors, will be focused on a theme of deep concern to many Americans.

In carrying out the Golden Anniversary purpose — *"to provide opportunities for children and youth to realize their full potential for a creative life in freedom and dignity"* — chosen by the President's 92-member National Committee (chaired by Mrs. Rollin Brown, a former National Congress of Parents and Teachers president) a three-pronged approach is to be utilized entailing:

1. Study and understanding of (*a*) the values and ideals of our society; (*b*) the effects on the development of children and youth of the rapid changes in this country and the world; (*c*) and how family, religion, the arts, government, community organizations and services such as health, education, and welfare, peer groups, and the behavior of adults in their interactions with children and youth deter or enable individual fulfillment and constructive service to humanity.

2. Examination of the degree of achievement of previous White House Conference goals and recommendations.

3. Determination of the action that individuals, organizations, and local, state, and national government can take to implement conference purposes.

Pointing out that the whole range of emotional, physical, and social problems affecting America's children and youth will be given searching scrutiny at the Washington meeting, Isabella Jones, the Associate Director of the 1960 White House Conference, reports that this decennial event is being conceived more broadly than any of the previous conferences.

Program Procedures

The subject matter of the 1960 Conference will be divided into two main areas: (1) *The World Around the Young*, which will furnish a point of departure for considering needs and problems in terms of the external influences affecting young people and (2) *The Young in the World* which will serve as a focus for examining the needs and problems of youth from a personal and individual standpoint.

The program will not only be concerned with *every aspect of the child's life* — health, education, recreation, job opportunities, and family relationships — she notes, but with *all types of children*. The average boy and girl and the circumstances influencing their creative potential will be as much an object for study as gifted, disadvantaged, and delinquent children.

The intricate Conference machinery provides for presenting key topics in three kinds of meetings — *Theme Assemblies, Forums,* and *Work Groups*. To enable every participant to share in the creative work of the gathering each person will be assigned to an Assembly, a Forum, and a Work Group on the basis of an advance choice of interests and will be expected to remain with this asignment throughout the conference.

Education will be a major concern at several *Forum* sessions and in a number of the Work Groups. "The Young as Learners and Thinkers," for example, is slated as one of the Forum subjects. Among the topics to be considered at some Work Groups are "Education for the Gifted," "Education for Slow Learners," "Education for Rural Children and Youth," "Education in Elementary and Secondary Schools," "Education in Colleges and Universities."

Theme Assemblies

On Monday, Tuesday, and Wednesday morning activities will start with inspirational Theme Assemblies where distinguished speakers will present the theme for the day — its challenges and issues.

"Children and Youth 1960: Appraising Ideals and Values in Their Changing World" is the scheduled focus for Monday. On Tuesday attention will be given to "Assessing the Impact on (Today's Youth) of Economic, Social and Cultural Factors," and on Wednesday the spotlight will be centered on "Adapting to Change and Innovation — the Effects of Science, Technology, Population Pressures, and World Events (on Today's Children and Youth)."

To accommodate the 7000 conferees, five Theme Assemblies, each with a capacity of 1000 to 1500 persons will meet concurrently in centrally-located hotels.

Forum Meetings

These sessions will be followed by 18 concurrent Forums each composed of roughly 350 conference-goers.

Here panel presentations and work papers will lay out the facts and isues relevant to the forum subject within the framework of the theme for the day.

Work Groups

Discussion of specific issues related to the *Forum* topics will follow in more than 200 different Work Groups meeting on the first three Conference afternoons. Each will be limited to 30 participants. The members will be assigned on an interdisciplinary basis so that major problems can be considered from many viewpoints.

Thus the educator, the doctor, the lawyer, the social worker, and the layman will examine together the needs of youth and develop specific proposals for meeting them. On Thursday their findings will be presented at the larger Forum meetings made up of the membership of 10 to 12 Work Groups. Here they will be subjected to further debate, put to a vote, and, if carried, will be incorporated in the overall Conference recommendations. Provision is being made for presentation of minority viewpoints in each Forum report.

Plenary Sessions

President Eisenhower will be invited to address the opening session on Sunday evening, March 27, which will meet at the University of Maryland's Cole Activities Auditorium near Washington.

A summary report bringing together the conclusions of the Forums will be given at the closing session of the Conference on April 1.

Hoped for Outcomes

Out of the 1960 Conference the President's National Committee hopes will come a new sense of responsibility on the part of every citizen for the future of all children, a more complete partnership between public and voluntary agencies in solving youth problems, and a groundswell of follow-up activities planned "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity."

"For the Golden Anniversary Conference is more than a six-day series of meetings in Washington," points out Conference Executive Director Ephraim Gomberg, "it is an eleven year process of study and action — one which has already commenced in every state and will continue until the next conference in 1970."

Who Will Participate

Who will be the participants in this "process?" Several million citizens are already at work rounding up basic Conference data.

An estimated 5000 people are currently serving on the state committees appointed by each Governor in response to the call issued by President Eisenhower on May 27, 1958. They in turn are involving thousands of others in conducting surveys, drawing up reports on experimental projects, assembling studies, and otherwise feeding back information for use in compiling state reports to be sent to the White House Conference Staff. From this material a national report is being developed which will provide an exhaustive inventory of facts about present-day youth.

Some 500 national voluntary organizations which have activities affecting children and young people are likewise gathering together their pertinent research for transmittal to Washington and have been asked to prepare a 10-year appraisal of the parts of their work that relate to the Conference theme.

Thirty-four agencies of the Federal Government, co-operating through the Interdepartmental Committee on Children and Youth, have prepared a Chart Book for the Conference which presents Government statistics picturing in graphic form major trends relating to America's youth in the past 10 years.

The Golden Anniversary Conference will be larger and more broadly representative of citizen interests than any of its predecessors. Early in the New Year, 7000 invitations will be issued in the President's name. This is about 2000 more than last time and 6800 more than President Theodore Roosevelt personally addressed on Christmas Day in 1908 to two hundred leaders concerned with some aspect of child care requesting that they join him in the first of these gatherings which began our tradition of holding a stocktaking of the progress and circumstances of America's children in every decade.

Besides the nominees of the State White House Conference Committees (2900 invitations), the participants in the 1960 Conference will include representatives of national organizations concerned with the well-being of children and youth (1700 invitations), and public officials, including Governors and members of the Cabinet, the Congress, and the Supreme Court (600).

Teachers and clergymen, social workers, doctors, and juvenile court officials will be among the professional workers attending, while lay viewpoints will be reflected by PTA members, labor leaders, and others active in civic affairs.

More than 900 young people from every state in the union will gather in Washington for the Conference. Each state has been asked to reserve 14 per cent of its quota — which is based on the ratio that its population bears to our national population — for young people (roughly 400), and more than 500 of the invitations for national organizations will be reserved for youth.

At the Golden Anniversary Conference for the first time teen-agers and guests from foreign lands (500) will take their place in all activities — not as observers or consultants — but as full participants with the same privileges as other members.

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JOURNAL

An Independent Periodical of School Administration
William C. Bruce, Editor

INTEREST COSTS TOO HIGH

THE rising interest costs due to the increasing shortage of money for private business and public financing of capital outlays is a matter of growing concern that has not had the attention it deserves from local and state school authorities or from the state legislatures and the national congress. In the past ten years we have seen the cost of school bonds rise from slightly above 1.5 per cent to four per cent and higher, and the end does not seem to be in sight.

The efforts of the Eisenhower administration to provide some support to local school building bonds through a revolving fund of some $50 million and a virtual guarantee of interest payments, may have offered only a minimum of relief to school districts that have the poorest credit rating, but it would have at least been a start toward avoiding what may become a crisis in school finance.

What is seriously needed is legislation that will place the financial strength of the states behind the local school bond issues. Unfortunately, efforts to get laws which would centralize the sale of school bonds through the state fiscal officers or the state education departments have not seemed acceptable to the legislatures. Still such state support and control are logical elements in the administration of state school systems and desirable features of state school codes. At present, the development of state school building authorities seem to be the only means of stemming the ever more rapid rise in interest costs.

The development of depreciation reserve plans for capital financing are for the present little more than wishful thinking. And for communities where there are whopping increases in school enrollment even pay-as-you-go plans are little better than idle dreams.

CRITICISM FROM WITHIN

SCHOOL boards and superintendents are quite humanly prone to resent criticism of their policies when the strictures are made by supervisory and teaching staff members. Principals too are strongly inclined to take offense at the disagreement which teachers express with some of their administrative decisions and mistakes.

There are limits to the expression of dissatisfaction on the part of staff members with conditions and policies in a school system. These limits are set by the critic's motives and professional readiness to pass judgment on his superiors, and by the channels over which his statements are made known. It is only commonsense that the principal who has erred deserves to be told so by a member of his staff; thereafter, if no correction or change seems likely, the next in line of authority, up to the superintendent, may be consulted. To go directly to a school board member, or to air a grievance at a parent-teacher meeting, or in the press, is an offense of which no teacher should be guilty.

It should be said here that members of the school staff have a primary responsibility of allegiance to the school as the official agency engaged in the education of children. That responsibility is met chiefly in doing an efficient job of instruction and in cooperating, under the school laws and the rules of the school board, with the teacher's superior and the board. The personal and professional loyalty of the teacher is primarily to the school and to the children. But that does not mean that the teacher can be a petty critic or a gossip. In the vast majority of situations responsibility and loyalty to the principal, superintendent, and school board, are actually loyalty to the school and the welfare of the children. It is only in serious matters, that the teacher is justified in strongly expressed difference of opinion with his superiors. It is regrettable that the independent-minded teacher, even when he is tactful in speaking out and completely correct in his position, is considered by some upper-rank executives as an enemy or incompetent. This explains why some executives and supervisors, who are not too secure in their own jobs, take retaliatory measures, refuse to promote a teacher-critic, and withhold salary increases. The attitude of retaliation is one sad reason for the antagonisms found among certain teachers' organizations.

The idea that the teacher's loyalty and devotion are due first to the school will never be popular among executive groups, but it is essential to the development of teaching as a profession.

EMPLOYING CONSULTANTS

BOARDS of education are more and more employing consultants to assist them and their professional staffs to develop programs, to revise curricula and add new instructional services, and to develop balanced salary schedules. While education is not afflicted like business, with numbers of consultants whose background and responsibility cannot be determined rather accurately, there still is need for considerable caution and inquiry into the immediate reliability of a prospective consultant for a particular job. There are in the universities young men in professorial positions who are anxious to get into consulting work, but who are not quite ready. Such a professor may have written a doctoral dissertation in a given area, but his knowledge rarely embraces that practical value which comes from intimate acquaintance and long experience in a wide variety of situations. Theoretical knowledge is unquestionably basic to any school survey or local study, but a desire to help a school system move forward and upward with a better balanced school program, better school plants, and better teaching equipment and materials must take into account many factors. Such matters as local politics, the character of the population, the economic situation, and finally the ability of the school board and its staff to put a broad scheme into operation over a period of years cannot be overlooked. The survey reports of numerous Ohio school districts by the experts who make up the School Plant Division, Bureau of Educational Research, of Ohio State University, represent the type of fine consulting service which school boards need. The experience and the thoroughly practical knowledge of these Ohio men is reflected in the almost complete acceptance of their long-range recommendations in dozens of cities and counties.

The value of all consultant service is in the intrinsic correctness and workability of the recommendations and proposals. Both the philosophy and the means of arriving at the ends suggested must prove themselves to the school board and the superintendent as reasonable and necessary.

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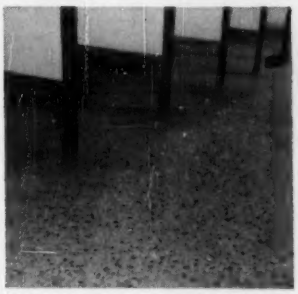

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N.S.B.A. REPORT

First NSBA Fellowship

PETER PROUSE
Associate Executive Director, NSBA

A Doctoral Fellowship for graduate study beginning with the fall term of 1960, and carrying an annual stipend of $5,000, will be awarded by the National School Board Association at the time of its 1960 convention to be held in Chicago next April. This was the announcement recently made by the organization's board of directors, which gave final approval, made on October 17 and 18, to the procedures and qualifications which will govern the competitors selected for NSBA Fellows.

The NSBA Fellowship Program

As readers of the "NSBA Report" in the SCHOOL BOARD JOURNAL will recall, plans for an NSBA Fellowship Program were first drawn up in late 1958, in conjunction with the joint establishment by the NSBA and Northwestern University of the NSBA's "Research Arm," and the National Center For School Board Study. The program contemplates the eventual appointment of some half-dozen outstanding persons in the field of public education who wish to complete a doctoral program while serving as part-time staff assistants in either the national or in a state school board association. The educational staff work in which NSBA Fellows will engage will thus be closely allied with their doctoral interest; and it will provide promising future administrators and educators with the opportunity to study the issues and problems of lay leadership in public education at close hand. While participating in NSBA staff activities and in the research activities of the National Center, the first NSBA Fellows will do doctoral work at Northwestern University; but it is planned that some of the NSBA Graduate Fellowships will be awarded to individuals for graduate study in other universities which are located in close proximity to the headquarters of the state school boards' associations.

Funds for the first NSBA Fellowship will be provided jointly by Northwestern and the NSBA, while a program to solicit support for additional fellowships from corporations, foundations, and other sources is being developed and carried on.

Qualifications

In order to recruit the ablest administrators and educators interested in improving school board service principally through the medium of research, the NSBA Fellowship Program has established the qualifications for selection.

Applicants should be able to supply evidence of high scholastic ability and academic attainment. They must have received a masters' degree from an accredited college or university, the degree may have been earned in any field of academic concentration. The applicant's academic training should have included work in the social science disciplines. Of paramount importance is the interest of the applicant in developing his ability in conducting and interpreting research useful to the improvement of school board membership and research; to this end, only applicants who have completed at least an introductory course in research methodology as part of their master's program should apply.

Also in view of the fact that NSBA Fellowships are aimed at preparing specialists in educational research who have strong interests in assisting in the improvement of school board service, it is expected that recipients will pursue courses of study leading to the Doctor of Philosophy degree. Since, at Northwestern, such a degree requires demonstration of a thorough knowledge of a foreign language, preference will be given to applicants whose academic training has included the study of at least one foreign language for a period of at least two, and preferably more, years. Applicants who have acquired knowledge of a foreign language through nonacademic experience, will, of course, also be given consideration.

The applicant's professional experience should have included service as a teacher. The NSBA board of directors has stated that applicants with experience as superintendents, principals, co-ordinators of curriculum, or similar jobs, will be given preference in the process of competition selection.

Preference will also be given to applicants of less than 45 years of age.

It is essential that candidates for the NSBA Fellowship have a well-developed ability to communicate both in writing and in speaking. They will be asked to provide a list of names of professionals with whom they have done graduate work, and with persons with whom they have had school board professional relationships, from whom opinions as to these and other qualifications of the applicant may be requested. Submission of specimens of the candidates' writing and/or research will also be required.

Maturity or personality and character will be an important element in selection.

Finally, applicants who have demonstrated interest in, or who have had experience with, the work of regional, state, or national school boards' associations, or the work of local boards of education, will be considered among the most eligible of candidates, if their other qualifications prove acceptable.

Selection Committee

By action of the NSBA board of directors at its October meeting, selection of the first NSBA Fellowship will be made by a three-man committee consisting of Robert E. Willis, president of the National School Boards Association; Dr. E. T. McSwain, dean of the school of education of Northwestern University; and W. A. Shannon, executive director of the National School Boards Association.

Applications and Deadline

Requests for application forms and detailed instructions should be addressed to the NSBA, 1940 Sheridan Road, Evanston, Ill. Applications must be completed and returned, along with academic transcripts and other supporting papers, no later than March 15, 1960.

Objective: Improved Service

With the announcement of the availability of its first Fellowship, the NSBA believes that it has taken another significant step in its efforts to improve the quality of its service to affiliated state school boards' associations and to local boards of education. The Fellowship Program emphasizes service in the area of conduct and interpreting research investigations needed for better school board operation.

It is hoped that the leaders of state school boards' associations, as well as members of local boards of education, will cooperate with NSBA in the search for Fellowship candidates. The NSBA will welcome suggestions as to possible applicants. ■

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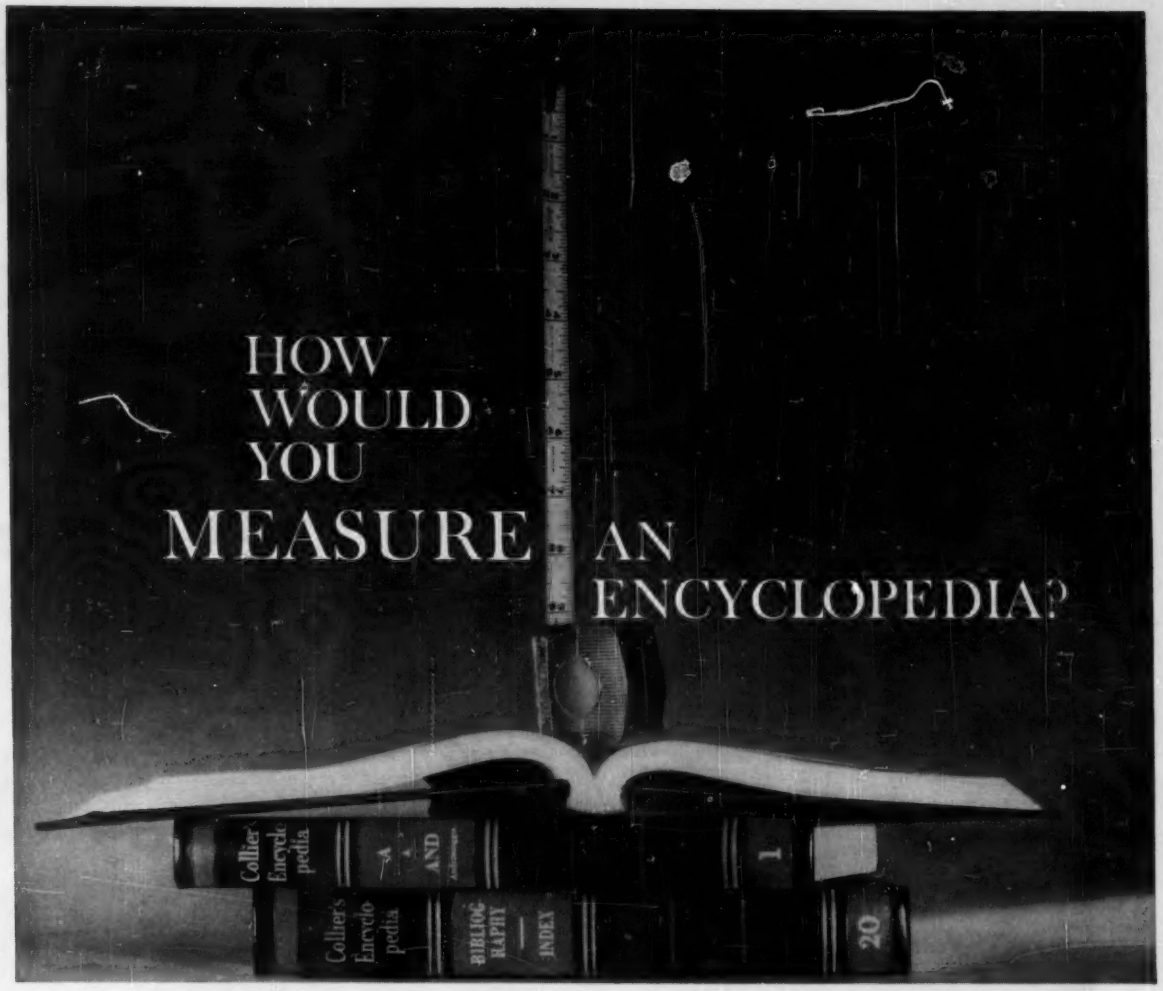

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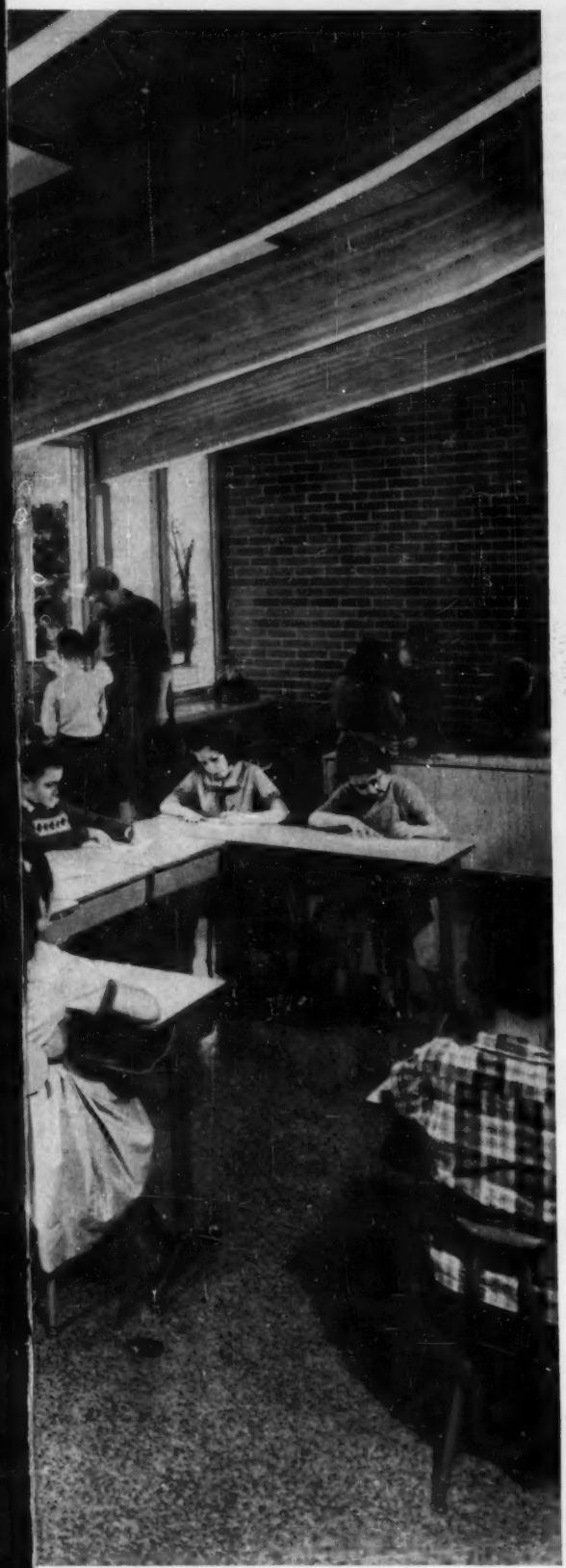

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ASSOCIATION NEWS

(Concluded from page 39)

school lunch centralization, federal support, etc.

In addition, there was a progress report on the upcoming purchasing manual, the role of the school budget in achieving good public relations, the changing picture of fringe benefits for noncertificated employees, etc.

Of special interest to board members were the discussions of several sectional meetings:

"Role of the School Business Official" was a particularly stimulating panel discussion involving:

1. W. A. Shannon, executive secretary of the National School Boards Association, who believed that "the annual budget for the public school systems is often the largest in the community" and that the business official under the chief administrator of the board has the responsibility for executing the board policies and their successful execution depends upon the ability of these two.

2. Finis Engleman, executive secretary of the American Association of School Administrators, who stated that "The public must have evidence that schools are run efficiently and that business operations and school budgets are administered wisely. . . . The school business official can be almost the right and left arm of the school administrator" advising him in terms of spending the school dollar "to the best advantage for the furthering of the education of all the children. . . ."

3. Dr. Jack R. Chidren, assistant dean of the school of education, Northwestern University, Evanston, Ill., discussed the programs being introduced and expanded in colleges and universities today to develop school business administrators. As 1958 chairman of the National Conference of Professors of Educational Administration, he reported on the vigorous attention our schools and colleges of education are giving to today's complex aspects of business management through seminars and course introduction and improvement.

In a sectional discussion of "Business Administration," "School Business Management Problems," John H. Burkhart, president of Knoxville, Tenn., board of education declared that "if the provision of a good instructional program is the heart of a school system's operation, then the developing and utilization of the budget is certainly its life's blood. . . . Budgeting gives intelligent consideration and planning to implementing school program objectives, making effective the decisions and policies of the board, providing needed school services, materials and equipment and the overall operation of schools in terms of how they may serve to meet the needs of public education."

Finally, in a session on legal aspects of the school business manager's job, sponsored by the National Organization of Legal Problems in Education (NOLPE), Dr. Lee O. Garber, professor of education at the University of Pennsylvania, considered "Legal Aspects of School Board Meetings." What constitutes a legal board meeting, adequate notice, the nature of a quorum are problems Dr. Garber defined in considerable detail, adding "it must be remembered that in one's own particular jurisdiction the courts may have held differently on some of these points. This points to the necessity of each school administrator becoming familiar with the court decisions, as well as the statutes, in his own jurisdiction."

The President's Address

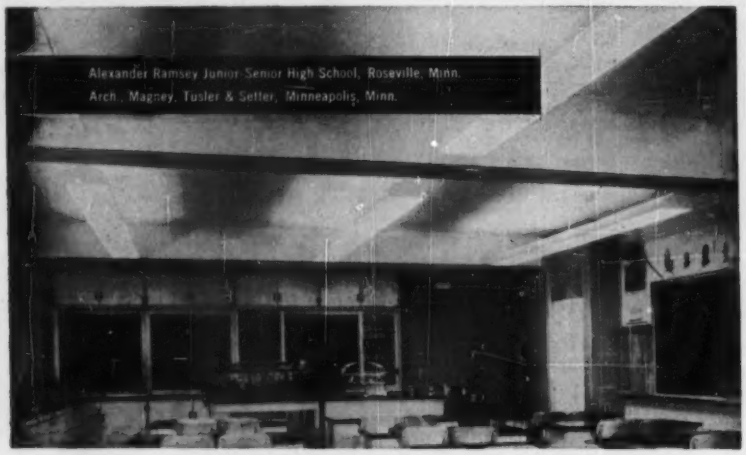
In his presidential message, Percy M. Muir, Toronto, Canada, predicated the "ASBO's membership roll at the highest level in association history."

Because of this growth, President Muir pointed out that the ASBO has reached the point of abandoning the present convention plan of using a single hotel for meeting, accommodation, and exhibits. "The day has arrived when we can no longer organize our convention in the traditional headquarters hotel basis." In discussing plans for the 1962 convention (to be held in Dallas, Tex.), the board of directors, according to Mr. Muir, "approved the use of public auditoria in order that our convention may be located each year in a different area."

Supporting the main goals of the convention — which operated quite smoothly and indicated a steady diet of hard work in planning by the ASBO board of directors and the capable executive secretary of the group, Dr. Charles W. Foster — were the usual accoutrements: exhibits, entertainment, tours, etc.

Elected president of the ASBO for 1960–61 was G. Alvin Wilson, Oak Park, Ill., current president-elect; Dr. Herschel S. Brannen, Houston, Tex., current vice-president, was named president-elect. And Joseph P. McElligott, San Francisco, Calif., was selected as vice-president. Remaining on the board of directors are Frederick W. Hill, Minneapolis, Minn., Gray N. Taylor, Syracuse, N. Y., and Everett Zabriskie, Nutley, N. J.

In 1960, the Golden Anniversary year convention, the site will be the Hotel Chase-Park Plaza in St. Louis, Mo., on October 9–13. Herman Bleckschmidt of St. Louis will be the chairman of the local convention committee. In 1961 the ASBO will convene in Toronto, at the Royal York Hotel, and 1962 at the Dallas, Tex., Municipal Auditorium. ■



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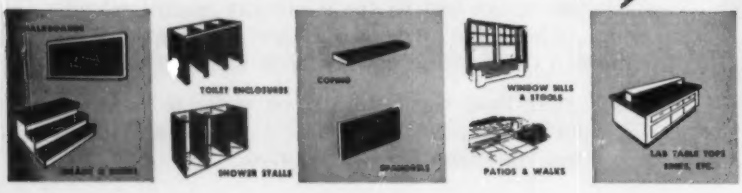

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NEWS of PRODUCTS for the Schools

PREFAB SMOKE SCREENS

Smoke screens to enclose stairwells in schools are available from Aetna Steel Products Corp., manufacturers of the Aetnapak line of hollow metal doors, door frames, and components for borrowed lights and smoke screens. The 70-ft. long smoke screen pictured has been installed in a New England junior high school. The units, including hardware, are from Aetnapak standard components which are approved by Underwriter's Laboratories to meet school fire-control regulations. This long smoke screen requires no special engineering, drawings, or custom production. Shipped in frame sections, units are rapidly installed with a minimum of debris. For full information write to the manufacturer, Aetna Steel Products Corp., New York 19, N. Y.

Approved Fire Rating

(For Further Details Circle Index Code 0204)

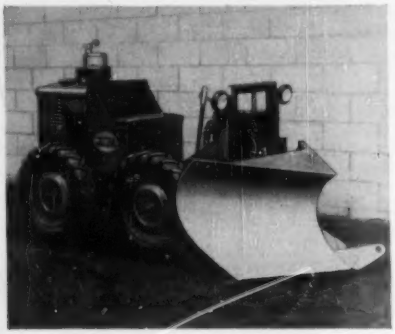
BOOSTER HEATER PUMP FOR SCHOOL BUSES

An auxiliary water pump for installation in the heating system of school buses is available from Bergstrom Mfg. Co., Rockford, Ill., manufacturers of bus heaters. When properly installed heaters of ample capacity fail to deliver sufficient heat, it is usually due to poor water circulation. The Bergstrom Auxiliary Pump restores heater efficiency by providing full pressure for a continuous, even flow of water at a rate of 6 gallons per minute. This pump is compact and lightweight, only 7⅞ in. long. Designed for simple, easy installation, it can be located at any convenient point in the water line. The pump body is of aluminum. Send for information and installation data.

(For Further Details Circle Index Code 0205)

SIDEWALK SNOWPLOW

Bobcat, a 1960 tractor with four-wheel drive, is made by Whiteman & Robinson, Weedsport, N. Y., for sidewalk snowplowing or use as a small bulldozer. The machine features a versatile hydraulic lift for instant lifting or lowering of plow or dozer blade. A control valve has hold and float positions so plow blade can be held in any position or allowed to ride for better performance on uneven surfaces. The hydraulic lift replaces the former electric lift. Bobcat also features a new transmission which offers two forward speeds and one high-speed reverse. Tail lights have been added as standard equipment. These models are available with an optional weather enclosure for the operator.

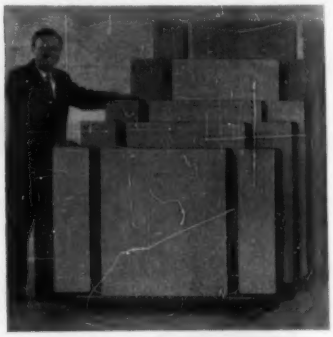


Also Small Bulldozer

(For Further Details Circle Index Code 0206)

FOLD-IN-HALF TABLES

One-fold tables for cafeterias and multi-purpose rooms were recently announced by Haldeman-Homme Mfg. Co., St. Paul 14, Minn., makers of Erickson tables. Heights of the folded tables are 3, 3½, 4, 5, and 6 ft.; when opened, the length is double the height. Tables can be stored to a minimum space as they fold to only 7½ in. wide and nest easily. They are available with or without benches, for recess well, wall construction, or fully portable, in a wide range of colors. Cabinet installations for storing one to four tables are also offered. Send for information.



Several Styles and Sizes

(For Further Details Circle Index Code 0207)

NYLON ABRADANT PADS

New nylon scrubbing and buffing pads have a granular cleaning agent dispersed throughout their ¼-in. thickness which lasts the life of the reversible pad. Made by Behr-Manning Co., Troy, N. Y., the resilient fiber pads are offered in sizes to fit all popular floor machines from 12 in. up. Pads are held in place and driven directly by the wire brush or a worn bristle brush of an ordinary floor machine. The Bear Scrubber is designed for heavy

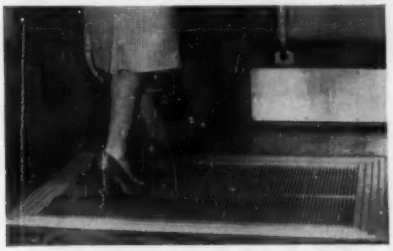
(For more information from advertisers, use the postcard on page 53)

wax stripping and scrubbing of both hard-surfaced and resilient tile floors. It saves labor costs by removing scuff marks that usually require hand cleaning with chemicals and scouring pads. The lighter Bear Buffer pad is recommended for normal dry cleaning and routine buffing operations.

(For Further Details Circle Index Code 0208)

BUILT-IN FLOOR MAT

Miracle Mat, a product of Progressive Engineering Co., Holland, Mich., is ab uilt-in floor unit that automatically wipes shoes clean. Installed just inside a door, the grill unit has revolving brushes activated by a ¼-h.p., 110-volt motor. When the mat is stepped on, the brushes revolve, cleaning dirt, dust, slush, and snow from shoes. Heavy-duty brushes



Brushes Shoes Clean

with Prostran or Tynex nylon bristles are easily replaceable. Unit is hinged for accessibility of motor and brushes and easy cleaning of the catch pan. The company estimates the device can cut floor maintenance costs by 40 per cent. They insist it is particularly valuable in air-conditioned buildings since it prevents dust and dirt from entering the ventilation system. Send for a detailed brochure.

(For Further Details Circle Index Code 0209)

PLUMBING REPAIR KIT

A kit of assorted repair parts specifically designed for servicing American Radiator-Standard Sanitary Corp's series R and B faucets is offered by the J. A. Sexauer Mfg.

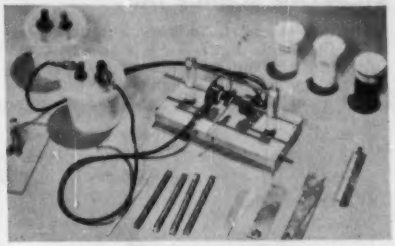
Parts Indexed on Cover

Co., New York City. Called the Sexauer Handy Andy No. 28 Assortment, this compact kit provides a variety of essential small repair parts to the job. No. 28 consists of 16 types and sizes of repair parts, 421 items in all, packaged in a sturdy metal carrying case divided into compartments. The inside cover contains an index of the contents.

(For Further Details Circle Index Code 0210)

CHEMICAL ELECTRICITY KIT

The generation of electricity by chemical action is taught through student experimentation by the Battery Chemistry Kit, Model 610, from the Science Education Division of Product Design Co., Redwood City, Calif. Starting with the assembling of simple wet cells with different combinations of metals and solutions, experiments develop to include the assembling of a meter to measure the current produced by various chemical combinations. Many varied aspects of electricity can be demonstrated. Teacher's manual and student worksheets are included in the kit, priced at about $10. Write for more details on this and other science teaching materials.



Many Experiments Possible

(For Further Details Circle Index Code 0211)

(Concluded on page 52)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

WALK-TOP surfaces are real Life Savers*

*By permission of Beech-Nut Life Savers, Inc., for candies

On playgrounds and other surfaced areas, Laykold® Walk-Top has proved safe and resilient, with truly "life-saving" qualities.

Over any sound and stable pavement base, Walk-Top provides a smooth, long-wearing surface seal that extends the life of the base. And because it is non-abrasive, it reduces skins, "burns" and other injuries normally associated with play-yard falls and tumbles.

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Here you see, close-up, a comparison between an ordinary road-type surface before (below) and after application of Walk-Top. Smooth, resilient and safe, Walk-Top is a real Life-Saver for the pavement, as well as for play shoes and clothes. Holds "skinned knees" to a minimum, too.

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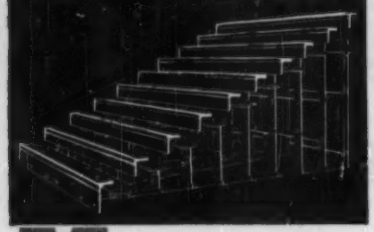

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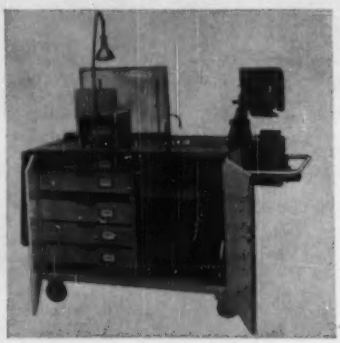
News of Products . . .

(Concluded from page 51)

ALL-IN-ONE SCIENCE LAB

Instructolab, by Laboratory Furniture Co., Inc., Mineola, L. I., N. Y., is a science demonstration table for use in chemistry, physics, and biology labs. It is completely self-contained with its own water, gas, vacuum, air,



Has Overhead Projector

and electrical systems. An overhead projector comes complete with 200 transparencies of science charts, tables, diagrams, and pictures. It also projects teacher's notes and live experiments. The unit includes two instruction booklets, 110 chemicals, and all necessary apparatus for conducting experiments in chemistry, physics, and biology. Send for fully illustrated Booklet P10.

(For Further Details Circle Index Code 0212)

CATALOGS AND BOOKLETS

An 8-page booklet lists advantages of new, factory-installed, integral hinge brackets developed for Sanymetal toilet compartment doors. The new brackets reduce installation and maintenance costs and improve appearance. Send for the bulletin from **Sanymetal Products Co.**, Cleveland 12, Ohio.

(For Further Details Circle Index Code 0213)

A planning guide and catalog for home economics laboratories is offered by the School Room Cabinet Div., **Kitchen Maid Corp.**, Andrews, Ind. More than 50 cabinets are detailed with specifications and installation suggestions.

(For Further Details Circle Index Code 0214)

Bulletin 8525 from **American Standard, Industrial Div.**, Detroit 32, Mich., describes the firm's line of packaged air conditioners. Capacities and construction data of both air-cooled and water-cooled units are presented.

(For Further Details Circle Index Code 0215)

"New Life Library Furniture" is a catalog-booklet from **John E. Sjöström Co., Inc.**, Philadelphia 22, Pa. Interesting arrangements of furnishings are illustrated along with new designs for up-to-date libraries.

(For Further Details Circle Index Code 0216)

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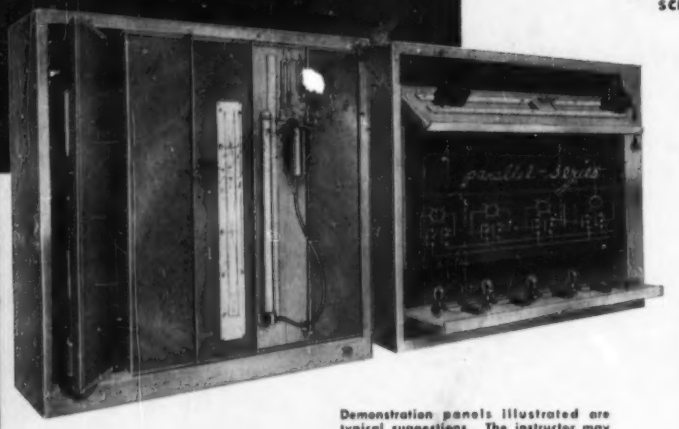
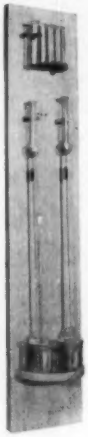


Demonstration panels illustrated are typical suggestions. The instructor may mount his apparatus on these panels according to his own teaching techniques, for his own "finger tip" accessibility at point of use.



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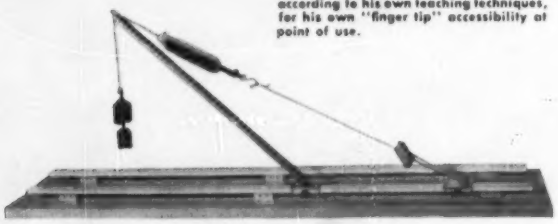

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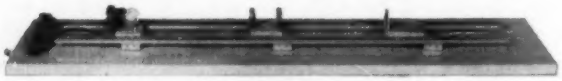

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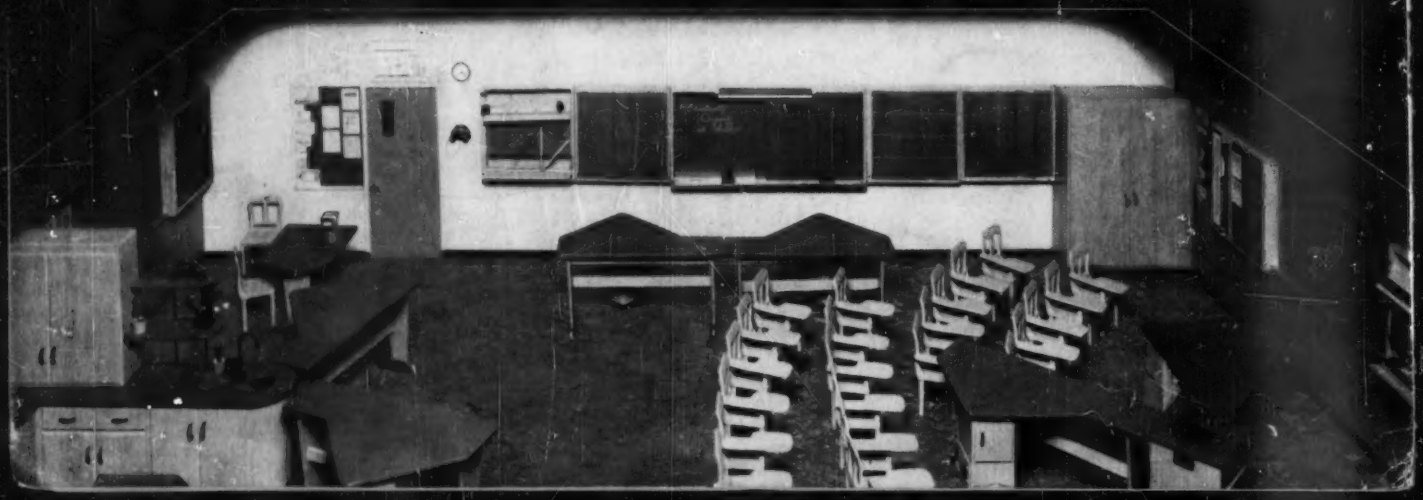
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